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ABSTRACT

This grades 4-6 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, budgeting, saving, and trade are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

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TEACHER'S GUIDE TO

Economic Concepts:

Grade 4-6

prepared for:

DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS
DR. THOMAS KILAN, SECRETARY

and

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
F. R. WANEK, ACTING STATE SUPERINTENDENT

prepared by:

The Center for Economic Education
Professor Milo F. McCabe, Director

THE UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

SDCEE

TEACHERS GUIDE TO

ECONOMIC CONCEPTS

Grade 4-6

PREPARED BY:

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Professor Milo F. McCabe,

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SPRING, 1975

PREFACE

Teachers Guide To: ECONOMIC CONCEPTS: 4-6 has been developed as an aid to teachers in working toward helping the students in South Dakota achieve a high degree of economic literacy. To be effective, our schools must prepare students at all grade levels to develop an understanding of the economy in which they live.

This resource guide was specifically prepared to assist elementary school teachers, pre-service students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies and now these concepts might be taught to students at different grade levels.

Teachers Guide To: ECONOMIC CONCEPTS: 4-6 is the second of four resource guides which are being developed. The basic material previewed and identified in this guide are those social studies texts and teacher's guides which are available in the Library of the Center for Economic Education at the University of South Dakota.

In no way is this publication all inclusive. There are many other teaching materials and texts available.

Under each concept, the following information was recorded: the grade level; the source in which it is located; the author and/or publisher; a brief summation of it; and the page on which it is located. Although the grade level designations are, for the most part, those recommended by the authors of the materials indexed here, a concept suitable for Grade 3 youngsters is probably suitable for Grade 4 youngsters, and so forth. Resource users are encouraged to add, delete or adapt these concepts to their own needs and preferences.

Teachers Guide To: ECONOMIC CONCEPTS: 4-6 was prepared by Professor Milo F. McCabe, Director of the Center for Economic Education. He was assisted by Ms. Janet Elrod, Research Assistant. Special considerations are extended to Ms. Nancy Renner, Ms. Mona Fennel, Ms. Cabrini Engelhardt, and Ms. Carol Bymers for their diligence in typing the various drafts, and to Ms. Barbara Helgerson for the graphics.

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Milo F. McCabe, Director
Center for Economic Education
University of South Dakota

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AGRICULTURE

Grade 4, Colonial America, Fideler, Page 99.
Throughout Colonial times most of the people made their living by farming. At first almost all the colonists were farmers.

Grade 4, Communities Around the World, Sadlier, Page 40.
North America's land is needed by the farmers. Farmers need good land and enough rainfall to grow food.

Grade 4, The Environment We Live In, (TE), 1973, Follett, Page T74.
One of the most momentous revolutions in the world was the Agricultural Revolution. After man domesticated plants and animals he began to have a real impact on his environment. He converted the raw materials of the earth into the artificial products he needed and desired.

Grade 4, The Environment We Live In, (TE), 1974, Follett, Page T180.
The number of man-hours the Chinese spend on raising winter wheat is 23 times as great as that of the highly mechanized American wheat belt. The Chinese get good yields for each acre but they have to work very hard.

Grade 4, Four Lands: Four People, Heath, Page 39.
Nearly ten thousand years ago man learned to control his food supply by farming. Farming is the world's most important occupation in terms of the number of people who engage in it. Our country has an unusually small number of farmers, but they provide us with more than a sufficient amount of food.

Grade 4, Four Lands: Four People, Heath, Page 83.
Skill can help make cheese which is a milk product and an important source of income for the farmer. Cooperatives bring farmers together to handle and market their products.

Grade 4, Four Lands: Four People, Heath, Page 135.
Indians in Brazil taught poor settlers a form of subsistence farming known as slash-and-burn farming.

Grade 4, Four Lands: Four People, Heath, Page 145.
Farming of some of the land in the Paraiba Valley over many years has worn it out. Poor farming methods destroyed the richness of the soil. Scientific farming techniques for reviving and conserving the land have been applied to some of the land in the valley. Investments in farm machinery and soil enrichment have made possible commercial farming near the large markets provided by the cities.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 14.
As cities grew in size, the demand for food increased. More farms were needed, and the source of the cities' food supply became more and more distant.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 173.
Mechanized farming is a method of machine-powered agriculture. Through the use of machines, farming procedures become more efficient so that more crops can be planted and harvested by fewer workers.

AGRICULTURE

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Company, Page 3-8.
The farmer was the mainstay of Maya life.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Company, Page 4-1.
Agriculture, or the conscious growing and cultivating of vegetables for food, was a basis for the development of communities.

Cities have tended to grow where agriculture has been able to produce enough to support people who were not farmers.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Company, Page 132.
When man learned to plant seeds to grow crops, he no longer had to move about in search of food.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Company, Page 144.
During the 1700's and the 1800's, new methods of agriculture and new inventions were the main reasons for the growth of cities.

Grade 4, Investigating Communities and Cultures,(TE), 1975, American Book Company, Page 145.
Modern technology really speeded the rapid growth of cities. Many new inventions enabled a single farmer to do the work that many men had done before.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed. S.R.A., Senesh, Page 44.
Farm workers in the United States greatly increased their productivity in the period from 1820 to 1968.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 105.
Truck farming is one of the specialized farming techniques employed today.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 163.
Agriculture is very diversified in California.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 175.
Most of the farmland in Alaska is owned by the United States Government, and only a small part is used in harvesting crops.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 190.
Both New England and Appalachia began as farming areas.

AGRICULTURE

Grade 4, Our Working World: Regions of the United States, (TE) 2nd ed., S.R.A., Senesh, Page 198.
Appalachian land is poor for farming. This is one reason there is a food supply problem in the region.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 35.
As time went by, man learned that he could plant seeds and raise crops. Farming was hard work, since he had only simple tools.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 104.
Many people of Europe's western coastal lands are farmers.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 151.
The plains farmers raised good crops of corn and wheat.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 160.
Man needs a wide variety of farm products to help him meet his needs for food and clothes.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 174.
Most of the people who live on the Yellow Plain are farmers.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 193.
Climate determines the type of crops planted.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 208.
In the land of the Alps farms are small, but they are carefully planted.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 215.
Getting the land ready for crops was hard work on the Great Plains.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T35.
Settled communities began after people learned to farm.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T42.
Irrigation makes desert farming possible.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T82.
The good farm land of the interior plains attracted many settlers in the early days of our country.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page T79.
The wheat farmers of the plains practice conservation by strip cropping.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page T87.
The Agricultural Revolution was a great change in the way people lived that occurred when man learned to grow crops and to farm the land

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page T88.
The soils of Illinois are rich and well suited for farming. Most farms in Illinois specialize in grain crops or livestock.

AGRICULTURE

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page T89. Japan today is an important industrial nation, but many of its people still do farming.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page 162. Millions of Indians of Peru still live in the mountains. Many of them are still farmers.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page 194. In spite of many difficulties, one third of all Norwegians live on farms. The chief crop of the Norwegian farm is hay.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page 229. More than half the people of Greece are farmers. Yet less than one third of the land is suited for farming.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE),, 2nd ed., Harcourt, Brace, Jovanovich, Page 139.
Years ago, most people lived on farms. Now farmers must raise food for many, many other people.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 148.
In 1856 agriculture was the leading pursuit. The eastern states were devoted to grazing and dairy; the middle and western states to the raising of wheat, Indian corn, etc.; and the southern states to cotton, tobacco, sugar and rice.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 172.
Farmers employ many techniques to conserve the soil.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 136.
Some people say that the place to start helping a country is on their farms and provide the farmer with better tools and show him better ways to use the land.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 278.
The Highland area of Kenya has some rich farm land. However, many of the farms are small. They produce only enough food for the farmer and his family.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T26.
The economic system of the Southern Colonies was based on agriculture.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T57.
Farmers were less prosperous than the rest of the nation was during the 1920's.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 33.
Although trade was important to the Aztecs, farming was their major industry.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 43.
The wealthy landowners of New France, called seigniors, had their lands sectioned into farms. Small farmers, called habitants, rented the land from the seigniors and cultivated it.

AGRICULTURE

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 47.
The Iroquois were excellent farmers.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 289.
The United States government began to pay farmers to grow only certain specified amounts of crops, under the New Deal Program.

Not all farmers received government support. Only those who grew wheat, corn, cotton, soybeans, and a few other crops could collect. Many small farmers still had troubles.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 299.
During World War II farmers worked larger fields and longer hours to produce more food. Millions of tons of food were sent to the army overseas and to our allies.

Grade 5, American Neighbors, Fideler, Page 1-32.
Canada is one of the world's great food-producing countries. Yet, farms cover less than one tenth of this vast country.

Grade 5, American Neighbors, Fideler, Page 2-10.
Irrigation makes it possible for farmers to grow crops on land that would otherwise be too dry for farming. The government of Mexico has built dams on several rivers in northwest Mexico so that water from the mountains can be used for irrigating the land.

Grade 5, American Neighbors, Fideler, Page 2-26.
In Mexico about half of all the workers are farmers. However, it is very difficult for many farmers here to make a good living from the land.

Many village farmers in Mexico use the same methods and kinds of tools for farming that their ancestors used long ago. Village farmers usually do not have enough money to buy modern farm equipment and fertilizer which would help them produce better crops.

Grade 5, American Neighbors, Fideler, Page 28.
Farming is the most important occupation in Mexico. About half of all the workers in the country are farmers.

Grade 5, American Neighbors, Fideler, Page 2-36.
To become an industrial nation, Mexico needs more prosperous farmers. Most of the farmers in the remote regions are very poor. They use crude farming tools and primitive farming methods. Many of them grow only what they need for themselves. They do not raise crops to sell, so they have little money to buy products made by Mexican factories.

Grade 5, American Neighbors, Fideler, Page 3-35.
The Maya were able to produce much more food by farming than they ever could have obtained by hunting or by gathering wild plants. Because one man could grow enough food for several persons, not everyone had to be a farmer.

AGRICULTURE

Grade 5, American Neighbors, Fideler, Page 3-105.
Farming is the main occupation in the Caribbean lands. More than half of the people in this region make their living from agriculture. Some of them work on large farms where coffee, bananas, and other crops are grown for export to foreign countries. However, most farmers grow crops for their own use on small plots of land.

Grade 5, American Neighbors, Fideler, Page 3-108.
Farmers who grow subsistence crops in the Caribbean lands have many problems. In many places the best farmland is used for growing sugarcane or other export crops. Often the only areas that are available for subsistence farming either have poor soil or are located on steep mountainsides.

Grade 5, American Neighbors, Fideler, Page 3-114.
In the West Indies, bananas are usually grown on small farms rather than on plantations. The farmers sell the banana crops to large fruit companies for export.

Grade 5, American Neighbors, Fideler, Page 3-119.
There are many reasons for the lack of industry in the Caribbean lands. Few people in this region have the technical skills needed to do factory work. Most of the people are poor, uneducated farmers who scratch out a bare living from the soil in much the same way their ancestors did one hundred years ago.

Grade 5, American Neighbors, Fideler, Page 4-6.
Most South American countries are also making progress in improving agriculture and developing new industries. New farm machines and better agricultural methods are helping to raise crop production.

Grade 5, American Neighbors, Fideler, Pages 4-23 and 31.
The Inca Indians were very skillful farmers. They cultivated the mountain valleys and the fertile slopes which surrounded them.

Grade 5, American Neighbors, Fideler, Page 4-44.
Farming is the most important way of earning a living in South America. However, only about one fourth of the land is used for raising crops or grazing livestock.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Company, Page 19.
In the early native American culture, women usually took care of the farming.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Company, Page 105.
Most Americans in the mid-1800's were farmers. Most farmers used part of what they raised for their own families and sold their surplus extra food to people living in cities.

AGRICULTURE

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Company, Page 4-4.
After the Civil War, plantation owners no longer had slave labor. They had spent much of their money supporting the war, so it was difficult to hire Blacks to work in the fields. Some plantations were divided into small farms and sold or rented. Some renters, or tenants, paid their rent by giving a share of the crops to the owner of the land. These tenants became known as "sharecroppers".

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Company, Page 236.
The Mexican Constitution of 1917 called for the breaking up of haciendas into smaller farms and giving tribal lands back to the Indians.

Grade 5, Canada, Fideler, Page 24.
Canada's Western Plains are part of a vast region of plains that extend through the continent of North America from the Arctic Ocean to the Gulf of Mexico. This plain is some of the richest farmland in the world.

Grade 5, Canada, Fideler, Page 118.
Canada is one of the world's great food producing countries. However, only a small part of this vast country is used for raising crops and livestock.

Grade 5, Caribbean Lands, Fideler, Page 55.
During the 1700's little sugarcane was grown in Cuba and other Spanish colonies in the West Indies. The Spaniards were not interested in earning money from farming. Most of the colonists did not raise valuable crops for export. They grew food crops for their own use or raised livestock on large ranches.

Grade 5, Caribbean Lands, Fideler, Page 105.
Farming is the main occupation in the Caribbean Lands. More than half of the people in this region make their living from agriculture. Most farmers grow crops for their own use on small plots of land. Some of the workers who make a living from agriculture are employed on large farms where bananas and other crops are grown for export.

Grade 5, Caribbean Lands, Fideler, Page 107.
Most farmers in the Caribbean are subsistence farmers. Although the farmer works very hard, he can hardly raise enough food for his own family. To earn money for certain necessities, the farmer works two months each year picking coffee berries on a large farm nearby. Even so, he cannot afford to buy all the things that his family needs.

Grade 5, In These United States, Heath, Page 82.
Each year fewer Americans live on farms. But American farm products keep increasing. American farmers are able to farm more acres than they could in the past because they have many machines to help them.

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Grade 5, In These United States, Heath, Page 92.
Life is difficult for New England farmers because of a short-growing season which limits the crops they can grow and because of the rocky soil.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 29.
A surplus enables some people to stop growing their own food and instead, to produce goods or services in exchange for food.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 42.
In most parts of the world, farmers have periods of very heavy work and slack periods when repairs to tools or to drains and ditches can be done. This is not the case in the delta, where the farmers are unremittingly busy on one crop after another.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 111.
Inefficient agricultural methods keep most of the population tied up in production of food. Without a surplus, there can be no division of labor nor any investment in education and capital, and thus no economic growth.

Grade 5, Man the Toolmaker, (TE), Follett, Page T114.
The Agricultural Revolution was the breakthrough from food collecting to food producing.

Grade 5, Man the Toolmaker, (TE), Follett, Page T127.
Today farming is taken for granted. But when one pauses to consider the enormous advantages agriculture offers over hunting and gathering, it is easy to see why some scientists regard the agricultural revolution as possibly the most significant cultural change man has ever made.

Grade 5, Man the Toolmaker, (TE), Follett, Page T129.
The change from food gathering to food growing was essentially a change in the amount of control human beings gained over the lives of plants.

Grade 5, Man the Toolmaker, (TE), Follett, Page T131.
By raising plants and animals, the farmer has more control over his food supply.

Grade 5, Man the Toolmaker, (TE), Follett, Page T146.
The lack of work animals slowed down the development of farming in America, since people had to do all the heavy work themselves.

Grade 5, Man the Toolmaker, (TE), Follett, Page T164.
When people started to grow their own food. they changed both their own lives and the earth around them. They no longer moved constantly in search of game, and where they cleared fields to plant their crops, they changed the landscape itself.

Grade 5, Man the Toolmaker, (TE), Follett, Page T346.
Land systems and stagnant technology are the main factors in the low agricultural output of Indian farms.

AGRICULTURE

Grade 5, Man the Toolmaker, (TE), Follett, Page T350.
Efficient farming is essential to city life; farming produces the food surplus needed to feed the many nonfarm centers.

In nonindustrial countries most of the crops raised to sell come from large farms run by businessmen. Often these businessmen are from foreign industrial countries. They use modern machines and trained specialists to run these farms, sometimes called plantations.

Grade 5, Midwest and Great Plains, Fideler, Page 24.
Because most parts of the corn belt are level, farmers find it easy to use tractors and other farm machines to cultivate their land.

Grade 5, Midwest and Great Plains, Fideler, Page 29.
Iowa farmers earn more money from their products than farmers in any other state of the Midwest. Iowa leads the nation in the production of hogs and beef cattle.

Grade 5, Midwest and Great Plains, Fideler, Page 106.
The growth of manufacturing and the changes in farming brought a great change--the growth of great cities.

Grade 5, Midwest and Great Plains, Fideler, Page 136.
In the Midwest and Great Plains, as in other parts of our country, many people who would like to earn a living by farming are no longer able to do so. This problem is largely the result of changes that have occurred in farming methods during the last one hundred years. New methods and equipment have made it possible for a farmer today to produce much larger quantities of crops than a farmer could in the past. As more crops are produced by each farmer, fewer farmers are needed to supply our country with food.

Grade 5, The Northeast, Fideler, Page 66.
During colonial days, about nine out of every ten Americans made their living by farming. In New England, however, the percentage of farmers was smaller than in other sections.

Grade 5, The Northeast, Fideler, Page 68.
New York, Pennsylvania, New Jersey and Delaware were often known as the "Bread Colonies". Here the main crop was wheat, which was ground into flour at nearby grainmills. Most farms in the "Bread Colonies" were medium sized. Farmers raised crops mainly for sale rather than for their own use.

Grade 5, The Northeast, Fideler, Page 124.
Not all Americans shared in the prosperity of the 1920's. Since the end of World War I, farmers had been receiving low prices for their crops.

Grade 5, The Northeast, Fideler, Page 217,
Raising vegetables for sale is known as truck farming.

AGRICULTURE

Grade 5, The Northeast, Fideler, Page 220.
Although less land in the Northeast is being used for agriculture today than in the past, this region produces larger quantities of farm products than ever before. Northeastern farmers are able to get large yields because they use their land very efficiently. Farmers in the Northeast have machines to help them do much of their work.

Grade 5, The Northeast, Fideler, Page 221.
The use of labor, machinery, and efficient methods to produce a large yield in a small area is called intensive farming. Much of the farming done in the Northeast is intensive.

Grade 5, One Nation: The United States, (TE), Ginn, Page 69.
Our farmers have level surfaces and fertile soils, two resources needed to grow crops. But crops must also have a third resource necessary for successful farming--climate. Crops must have the right temperatures and the right amount of rainfall.

Grade 5, One Nation: The United States, (TE), Ginn, Page 73.
Our agricultural resources are very important. Without them, the United States would be a far different country. America must use their agricultural resources wisely if they want to survive. By using careless farming methods, farmers have ruined large areas of good farmland in the past.

Grade 5, One Nation: The United States, (TE), Ginn, Page 271.
The Southwest Indians began to plant and raise their own food crops, especially corn. Instead of having to spend mostly their own human energy to find and gather whatever wild food they could, they began to control the growth of plant life in their environment. In short, they began to make plants work for them instead of having to work to gather plants.

Grade 5, One Nation: The United States, (TE), Ginn, Page 300.
Almost everyone in the New England colonies was a farmer. A colonial farmer had to produce almost everything for his family on a few acres of land.

Grade 5, One Nation: The United States, (TE), Ginn, Page 324.
In the 1770's, most colonists were still farmers. They were raising the same crops their ancestors had raised. Those crops included wheat, corn, barley, flax, and oats. However, there were many more farms in the 1770's than there had been in the 1700's.

Grade 5, One Nation: The United States, (TE), Ginn, Page 380.
Slaves and plantation owners were not the only inhabitants of the South. Farmers with small amounts of land made up the majority of the population. In fact, at least half of the South's cotton crop was grown on small farms.

AGRICULTURE

Grade 5, One Nation: The United States, (TE), Ginn, Page 433.
By 1900, American farmers were raising enough food to feed all our people, with enough left over to export to other countries. It may sound as if the farmers in those days were doing well, but they really were not. They were paid low prices for the crops they produced. In order to compete, they had to buy more land and machinery. They had to pay high interest rates on the money they borrowed. The railroads charged very high prices, and the government did little to help the farmers.

Grade 5, One Nation: The United States, (TE), Ginn, Page 471.
The farmers of the United States were in trouble during the Depression. Many of them had borrowed money to purchase their farms and equipment. They could not pay back the money they had borrowed. The farmers were raising more crops and animals than the American people could use. That meant the prices they received were very low.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 38.
The lack of gold in Virginia shifted the colonists' interest to the pursuit of agriculture.

Grade 5, The Social Sciences: Concepts and Values, (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 84.
Farming began when people learned to grow the food they needed by planting roots and seeds.

Grade 5, The Social Sciences: Concepts and Values, (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 176.
Soil, water, and climate are all part of the environment. In each zone these resources are right for some crops. They are not good for other crops. The environment limits what a farmer can grow.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 58.
Farming was the most important method of maintaining the food supply for the Indians of the Southeast. Corn, beans, squash, pumpkins, sunflowers, and tobacco were the main crops raised in the Southeast culture area. The women were the farmers.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 80.
Indians who made their living by farming often had legends about the crops they raised.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 115.
England once had many small farms. Each farm provided a job and food for just one family.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 154.
Economists who have studied the records of early America tell us that some twenty years passed before the people were able to grow wheat successfully in some parts of America.

AGRICULTURE

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 183. Farmers in colonial days became interested in producing better crops and more crops. If they could produce a better and larger crop than they had been able to do before, the farmers could help feed more people. They could also make more money.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 184. Colonial farmers threshed their grain and sold the seed for a profit. Both the quality and the quantity of crops decreased if the same kind of crop was planted in the same field year after year.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 298. The use of new machines often created the problem of overproduction for the farmer. Farmers often had financial problems which the government helped them solve.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 329. America had an agricultural economy for many years.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 337. The farm population is decreasing in America while farm production is increasing.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T81. Methods of farming often depend upon the availability of land.

Grade 5, The South, Fideler, Page 36. A long growing season helps farmers in the South. Crops can be planted and harvested earlier than they can in Northern states. These crops can be sold in areas where winters are long and cold. Also, farmers in some parts of the South can grow such crops as cotton and oranges, which cannot be grown in the northern part of the United States.

Grade 5, The South, Fideler, Page 56. Most of the Indians in the South were good farmers. They cultivated their crops with hoes that had blades of shell or bone.

Grade 5, The South, Fideler, Page 75. About the middle of the Nineteenth Century, the South was still mainly a region of farmers. Wherever the land was level and fertile, there were great plantations. Negro slaves did the work on these plantations, where crops such as cotton, sugarcane, or tobacco were grown. In the hills and mountains and areas where the soil was poor, farms were small. Nowhere in the South was there much manufacturing, and there were few large cities or towns.

Grade 5, The South, Fideler, Page 83. At the time of the Civil War, the farms in the North produced a wider variety and larger amounts of crops and livestock.

AGRICULTURE

Grade 5, The South, Fideler, Page 83.
Until the present century, many farmers in the South continued to raise a single crop on most of their land. Today, the South is still an important agricultural region. It produces many different crops. Some of these crops cannot be grown in the northern part of our country, where the growing season is shorter.

Grade 5, The South, Fideler, Page 226.
The first major change in man's use of natural resources began to take place about nine thousand years ago. People who had formerly obtained their food by hunting and gathering began to use soil, sunshine, and rain to grow crops. They began to raise animals for food. These people were the world's first farmers.

Grade 5, South America, Fideler, Page 4.
During the days when South America was made up largely of colonies belonging to Portugal and Spain, most of the farmland there was divided into large estates. Many of these estates still exist today. Because they take up so much farmland, there has been little good land left for other people to farm. Most farmers in South America who own land have only small plots on which to grow crops. Many of these farmers are not able to raise enough food for their families.

Grade 5, South America, Fideler, Page 45.
There are several reasons why problems exist in South America. Most of the people still earn their living by farming. Much of the best farmland on the continent is owned by a small number of wealthy people. The farmers who work on these hugh estates often cannot afford proper food, housing or medical care for their families. Also, these farmers do not use modern machinery or scientific farming methods. As a result, they produce barely enough food to keep themselves alive.

Grade 5, South America, Fideler, Page 46.
Farming is still the way most people in South America earn their living. Life is very difficult for most of these farmers and their families.

Grade 5, South America, Fideler, Page 88.
More than half of the workers on the continent of South America earn their living by farming. Farm products bring in much of the money that the South American countries earn from exports.

Grade 5, South America, Fideler, Page 92.
Farming is difficult in Brazil and uncertain. This is partly because of the climate. During some years very little rain falls, and in other years there are floods. Also, poor farming methods have worn out the soil.

Grade 5, This Favored Land, (TE) Macmillan, Page 106.
Many New Englanders gave up their farms in the early 1800's. Some New England farmers stayed but changed their kind of farming to dairy farms.

AGRICULTURE

Grade 5, This Favored Land, (TE), Macmillan, Page 254.
After the Civil War, the people of the South worked out what was called the sharecrop system of working the land. Plantation owners needed laborers to get their farms and plantations back in production. They gave each worker and his family a cabin, some tools, and land in return for one half the yield of the crop.

Grade 5, This Favored Land, (TE), Macmillan, Page 329.
Soil and climate make the Middle West the most important agricultural region in the country.

Grade 5, This Favored Land, (TE), Macmillan, Page 331.
The farmers in the corn-livestock region specialize in growing corn because it is the crop from which they get the greatest profit.

Grade 5, This Favored Land, (TE), Macmillan, Page 334.
Dairy farms have to be near cities--their markets--or in areas that grow feed crops for cattle very cheaply.

Grade 5, This Favored Land, (TE), Macmillan, Page 336.
In the general farming belt, a little bit of everything is done. Farm income in this belt is low.

Grade 5, This Favored Land, (TE), Macmillan, Page 357.
Markets explain the importance of "truck farming" in the Northeast. Farmers who grow vegetables and fruits are often called "truck farmers".

Grade 5, This Favored Land, (TE), Macmillan, Page 371.
The movement of people from farms to jobs in town has resulted in bigger farms. Those who stayed in farming have taken over land that others once farmed.

Grade 5, This Favored Land, (TE), Macmillan, Page 387.
The first farmers on the Great Plains soon found out that they must make the best possible use of every bit of rain their land received. Farming ways that try to do this are called "dry farming".

Grade 5, This Favored Land, (TE), Macmillan, Page 391.
Farms are now much larger. On these larger farms, the farmer has been able to diversify his farming.

Grade 5, This Favored Land, (TE), Macmillan, Page 405.
Today agriculture is very important in all parts of the Pacific West.

California leads the nation in the value of all agricultural goods sold. This is true even though two things about California might be expected to limit agriculture. First, the amount of good level land in California is cut down by the mountains. Second, rainfall does not bring all the water needed by the farms.

AGRICULTURE

Grade 5, This Favored Land, (TE), Macmillan, Page T47.
Despite the beginning of industrialization, the country remained in 1840, overwhelmingly a nation of farmers.

Grade 5, This Favored Land, (TE), Macmillan, Page T137.
Most farming in the Northeast is concerned with producing food for the large urban market of Megalopolis; there is a lot of dairy farming, truck farming, and chicken raising.

Grade 5, The West, Fideler, Page 87.
Farmers who move to the mountains and plateaus west of the Great Plains found that much of the land was too dry or too rugged for farming. Most of the farmers settled near rivers and streams, where they could get water for their livestock and for irrigation. They dug canals to carry water to their fields. With irrigation, good crops could be grown on land that had once been useless for farming.

Grade 5, The West, Fideler, Page 149.
The most important farming state in the West is California. In fact, this state leads our entire country in the value of farm products. California produces more than two hundred different kinds of crops.

The jobs of many people in the West depend on farming. Farmers grow crops or raise animals to sell. Other people work in factories where farm products are processed.

Grade 5, The West, Fideler, Page 157.
Dry farming means farming without irrigation in areas of light rainfall. Dry farming is carried on in every state in the West. Wheat is the most important crop grown by dry farming in the West.

Grade 5, The West, Fideler, Page 244.
There are fewer than four hundred farms in the entire state of Alaska. No other state earns so little money from the sale of farm products. Because farms in Alaska produce less than one tenth of the food needed by the people there, large amounts of food must be shipped in from other parts of our country.

Grade 6, Africa, Fideler, Page 25.
When people in Africa became farmers, their way of life changed greatly. By growing crops and raising livestock, people were able to produce a larger and more dependable supply of food than the early hunters. Since there was less chance of starvation, people lived longer and had more children.

Grade 6, Africa, Fideler, Page 88.
Most Egyptians are farmers who live on the Nile Delta and in the Valley of the Nile River.

AGRICULTURE

Grade 6, Africa, Fideler, Page 112.
Most Africans make their living by raising livestock or growing crops. Except on large farms and plantations, very little modern farm machinery is used in Africa. People cultivate their fields with hoes or wooden plows pulled by oxen.

Grade 6, Africa, Fideler, Page 115.
In many African nations, government farming experts help the people learn to improve their methods of farming.

Grade 6, Africa, Fideler, Page 141.
Many African farmers still use such simple farming methods that they raise enough food for only a few people besides themselves. This makes it difficult for African farmers to earn a good living. Also, it makes it necessary for a much larger population to work in farming.

Grade 6, Africa, Fideler, Page 146.
Farming is the main way of earning a living in Africa.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 109.
Agriculture in Spain was sacrificed for the interest of the Mesta, a national shepherds guild formed in the Middle Ages to protect the shepherds interest. The nobility's interest was in sheep and raw wool through which the quickest profits could be made. Nothing was done to stimulate agriculture; much was unconsciously done to discourage it.

Grade 6, British Isles, Fideler, Page 92.
Although British farmers use modern farm machines and scientific farming methods they are able to produce only half the food needed by the people of the United Kingdom.

Grade 6, British Isles, Fideler, Page 95.
About two out of every hundred British workers earn their living in agriculture. The farms on which these people work are much smaller than most farms in America. About one half of the farms in Great Britain are now owned by the men who work them. However, the tenants who rent there farms are paid for improvements they make in the land, so they also use good farming methods. Even with careful farming methods, British farmers are able to grow only half the food needed by the people. The rest must be imported, because there are so many people to feed and there is not enough land suited to agriculture.

About thirty out of every hundred workers in the Irish Republic earn their living on farms. The farms on which these people work are mostly smaller than the farms in Britain. However, most Irish farmers own their land. These farmers grow more food crops than the people can use.

Grade 6, Cultures in Transition, (TE), Follett, Page T24.
Even today, European farming is not highly mechanized; women and children do much of the farm work.

AGRICULTURE

Grade 6, Cultures in Transition, (TE), Follett, Page T35.
Farmers who raise food to eat themselves are subsistence farmers; farmers who raise crops to sell or trade are said to be raising cash crops.

Grade 6, Cultures in Transition, (TE), Follett, Page T56.
As the Greek population increased, subsistence farming is no longer adequate. Greek farmers began to switch from grain to olives and grapes. They used them to make olive oil and wine that they could trade for grains and other needed resources.

Grade 6, Cultures in Transition, (TE), Follett, Page T230.
Farm production effects a nation's wealth: A country which raises enough to feed its own population will not have to spend much on food imports. Most money can be put into industry, which will add further to national wealth.

Grade 6, Cultures in Transition, (TE), Follett, Page T297.
Mao's communes have accomplished something of a production miracle. At first, foreign experts had little confidence that China could create the agricultural surplus needed to finance modern farm equipment. But the surplus now seems to be on hand. Most communes report a doubling or even quadrupling of production since their founding.

Grade 6, Cultures in Transition, (TE), Follett, Page T275.
The feudal system in Japan shut out foreign trade and was based on farming; manufacturing of goods was secondary to rice production.

Grade 6, Cultures in Transition, (TE), Follett, Page T418.
In Japan, farming in the late middle ages was more like farming today because cash crops had become important. People had developed new farming technology and had learned methods of crop rotation.

Grade 6, Eleven Nations, (TE), Ginn, Page 32.
Life on the farm underwent great changes in the 1700's. Well-to-do landowners experimented with new methods of scientific farming to increase their incomes. They used new tools, new plows, and more fertilizers. Farming became more efficient. One man could grow more food than three men could grow before.

Grade 6, Eleven Nations, (TE), Ginn, Page 73.
One hundred years ago Russian peasants still used crude hoes, spades and plows. Labor-saving machinery was unknown in rural Russia. Few landowners were even interested in introducing new techniques from western Europe into Russia's underdeveloped countryside.

Grade 6, Eleven Nations, (TE), Ginn, Page 247.
The farmers of northern Nigeria do not live on their farms. They live in villages and go out to their plots of ground each day. Those plots of ground are actually owned by the tribe. But it is "on loan" to the farmers. The plots of ground are often very small, perhaps only three or four acres.

Grade 6, Eleven Nations, (TE), Ginn, Page 420.
Agriculture first appeared in Central America and Mexico about 4,500 years ago.

AGRICULTURE

Grade 6, Eleven Nations, (TE), Ginn, Page 493.
Specialization in one crop, like coffee, is often a good thing. But it can be dangerous too. If that one crop fails, the growers are in trouble.

Grade 6, France, Fideler, Page 47.
About one sixth of the French workers are farmers. Their farms are usually small. Many farm houses are hundreds of years old, and most farm people have few modern conveniences.

Grade 6, France, Fideler, Page 92.
In the richest farming area of France, the northern part, or the Paris Basin, the farmers are prosperous and can afford to buy up-to-date farm equipment. Farmers in the Paris Basin grow large amounts of wheat.

Grade 6, France, Fideler, Page 94.
Farmers in Normandy, west of the Paris Basin, specialize in cattle raising and dairy farming.

Grade 6, Germany, Fideler, Page 110.
The farmers of West Germany supply about two thirds of their country's food needs. This is an amazing achievement when you remember that West Germany is densely populated and has relatively little land that is suited by nature to farming.

Grade 6, Germany, Fideler, Page 114.
The harvest per acre of land in West Germany is larger than in Italy or France. This is partly because West German farmers work hard to improve and conserve their soil. They use large amounts of fertilizers to enrich poor soil. The growing use of farm machinery in West Germany also helps to explain why crop yields are high.

Grade 6, Germany, Fideler, Page 114.
In spite of the high crop yields obtained by some West German farmers, agriculture in West Germany faces problems. The most serious problem is the fact that most of the farms in West Germany are too small to be efficient and to provide a good living for farmers and their families.

Grade 6, Germany, Fideler, Page 116.
Before World War II, Eastern Germany was an important farming area. Much of the farmland here was on large estates that were cultivated by hired workers. Farmers in Eastern Germany produced more food than they needed and sent the extra farm products to other parts of the country.

After the Communists took over the eastern part of Germany, they made important changes in farming. All estates and farms in East Germany that were more than 247 acres in size were taken over by the East German government. Many plots were divided among farmers who had little or no land. Then the government began to encourage farmers to join their small farms together to form agricultural-producers' cooperatives. Collectivization has brought problems to East Germany. Many fled to West Germany. The farmers who remain produce less food per acre than West German farmers do, even though more farm machinery is used in East Germany. Today East Germany, which once was able to export farm products, does not produce enough food for its people.

AGRICULTURE

Grade 6, In A Race With Time, (TE), Macmillan, Page 40.
The smaller family farm is still the typical agricultural unit in the United States. The owner works the land himself. Since he uses a great deal of machinery, he rarely hires full-time workers to help him. Today, most farms in the United States produce for the market. There are very few subsistence farms--farms that grow nothing but food for the farmer and his family.

Grade 6, In A Race With Time, (TE), Macmillan, Page 41.
Many features of the hacienda system remain in Latin America today. As much as 75 percent of all agricultural land belongs to five percent of the population. The owner does not cultivate the land himself. The work is done by men who receive part of the crop in return for their labor.

Grade 6, In A Race With Time, (TE), Macmillan, Page 72.
Agriculture in Mexico today is a picture of contrasts. Thousands farm in the ways of the Indians of Cortez's day or the ways brought in by the Spanish. Thousands farm with the most modern equipment. But there is more new than old. Mexico has undertaken a far-reaching agricultural revolution.

Grade 6, In A Race With Time, (TE), Macmillan, Page 74.
Agricultural production has increased in the northwestern part of Mexico faster than elsewhere in the country for two reasons. Water is available, and scientific farming is practiced. But great gains in food production also have been made in other parts of the country.

Grade 6, In A Race With Time, (TE), Macmillan, Page 75.
The problems of agriculture affect every citizen in Mexico. Two out of five workers are engaged in some form of agriculture. City people depend on farmers for their food. Mexico does not produce enough food for its own needs.

Grade 6, In A Race With Time, (TE), Macmillan, Page 92.
The Spanish settlers of Costa Rica had no natives to work for them. When they decided to cultivate the land themselves, they changed Costa Rican history. Costa Rica became a nation where people of European descent worked their own plots of land. In other words, Costa Rica became a land of family farms rather than a land of large plantations and ranches.

Grade 6, In A Race With Time, (TE), Macmillan, Page 96.
For a large percentage of the Guatamalans, subsistence farming is a way of life.

Grade 6, In A Race With Time, (TE), Macmillan, Page 100.
Banana production is very different from coffee production in Central America. Bananas are generally grown on large plantations, but most coffee is produced on small farms.

AGRICULTURE

Grade 6, In A Race With Time, (TE), Macmillan, Page 166.
By occupation, a majority of Colombians and a high percentage of Venezuelans are connected with agriculture in some way.

Grade 6, In A Race With Time, (TE), Macmillan, Page 179.
Although 47.2 percent of the labor force in Colombia earn their living in some form of agriculture, several million rural people own no land. Of those who own land, two out of three have farms of less than ten acres. Farms of this size ordinarily produce nothing to sell. The farmer and his family barely exist on what they grow.

Many farmers engage in a kind of agriculture that is thousands of years old. They clear a field by cutting down and burning the trees and bushes. They then plant their crops in their tiny fields. Their land washes away badly, and in a few years they must move to another part of the mountainside. "Slash and burn," as this system of agriculture is called, dates from the time of the first Indians who lived in South America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 230.
Chile has changed its system of landholding. Almost all the land that could be used for agriculture was owned by a few people. In fact, the desirable agricultural land was the property of only 700 families. Much of the best soil was not cultivated because the owners preferred to keep it in pasture. As a result, Chile did not produce enough food to meet the needs of its people.

In Chile, many ranches were turned into communal farms. The government provided land, machinery, livestock, and the advise of agricultural experts. The campesinos cultivated the land, tended the livestock, and harvested the crops. The profits were divided between the government (25%) and the 100 families living on the communal farm.

Grade 6, In A Race With Time, (TE), Macmillan, Page 270.
Most of the land in Argentina is owned by a few people. As agriculture has become mechanized, fewer rural workers are needed. Farmers and their families have crowded into cities.

Grade 6, In A Race With Time, (TE), Macmillan, Page T15.
Under the hacienda system, a few families owned most of the agricultural land and had great power. Since many features of this system remain in Latin America, the average farmer today either works for a large landowner or does subsistence farming on second-rate land that he does not own.

Grade 6, India, Fideler, Page 80.
About seven out of every ten people in India earn their living on farms. In all of the farmlands where water is plentiful, rice is the most important crop.

Grade 6, India, Fideler, Page 86.
Indian farmers do not use their land as well as they could. They grow only a fourth as much rice on each acre of ground as Japanese farmers, and only half as much wheat per acre as farmers in the United States. They lack fertilizer, good tools, and good seed. Also, they do not have the energy to work hard. They do not raise as much food as they need, and they do not have the money to buy more.

AGRICULTURE

Grade 6, India, Fideler, Page 90.
The villagers are learning better methods of farming. Most of them have always cultivated their fields just the same way their fathers and grandfathers did before them. Now a farm expert from the United States is showing them how to rotate their crops and improve the soil in other ways.

Grade 6, India, Fideler, Page 91.
Millions of farmers in India still use wooden plows and other simple tools that are similar to those used by their ancestors hundreds of years ago. Few Indian farmers use machines to prepare the soil to plant their crops nor do they use modern machines for cultivating or harvesting their plants.

The government is making it easier for the villagers to market their extra crops and to borrow money when they need it. These activities should improve farming.

Grade 6, India, Fideler, Page 111.
About seven out of ten people in India are farmers. Most of these people are very poor. They do not use modern farming methods, and they lack power-driven machines to help them plant, cultivate, and harvest their crops. Also, their farms are very small. As a result, these farmers produce barely enough food to feed their families.

Grade 6, India, Fideler, Page 117.
One of India's greatest problems in producing an adequate supply of food for its rapidly growing population. Farmers in India are unable to grow all the food the people need.

Grade 6, In Latin America and Canada, Heath, Page 48.
Most Latin Americans were farmers during the colonial period. The landholdings were large as a rule and Indians and Negroes were used as laborers.

Grade 6, In Latin America and Canada, Heath, Page 68.
Subsistence farmers raise what they eat and wear and do not sell much of anything. Subsistence farming is found in parts of Mexico, in the high Andes, and in Paraguay. Many of these subsistence areas are so isolated that crops could not reach outside markets even if the farmers could raise enough for export.

Grade 6, In Latin America and Canada, Heath, Page 74.
Corn is the most important crop the American Indians gave to the World. It is Mexico's number one crop today. More than half of all Mexicans live on farms, and most of them are very poor. Farming is poor in Mexico for several reasons: partly because the land is rough and rainfall is scanty in many places and partly because farming methods are antiquated.

Grade 6, In Latin America and Canada, Heath, Page 89.
Farmers of northern South America are poor for several reasons: food crops are perishable whereas other kinds of products are not; farmland is scarce eventhough there is much unused land; and transportation is poor.

AGRICULTURE

Grade 6, In Latin America and Canada, Heath, Page 138.
Canada is a world leader in farming, manufacturing and trade, and Canadians take a keen interest in world affairs.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 36.
After the Civil War, a system of tenant farming developed in the South. In return for the use of a small piece of land, a tenant farmer would usually give the landowner a share of his crop. The sharecroppers seldom knew how to make good use of their farmland, so their crops were usually small. Because they had little money, sharecroppers often had to obtain tools, seed, and food on credit. Many of them were constantly in debt to the white landowners.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 65.
Life was not easy for the Indians who lived on the reservation. In many cases, the only way to make a living was by farming. But much of the land on the reservations was worthless for growing crops.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 97.
A one-crop economy is at the mercy of international prices much more than an economy that has diversified its production.

Grade 6, In the Eastern Hemisphere, Heath, Page 26.
The first farmers were subsistence farmers. Because surplus food is necessary to support government officials, priests, soldiers, craftsmen, and the many people needed to build and preserve a culture, there could be no civilization until agricultural techniques improved.

Grade 6, In the Eastern Hemisphere, Heath, Page 35.
The majority of the Iranians are very poor because they are trying to make a living by agriculture, on land which is not suited for farming.

Grade 6, In the Eastern Hemisphere, Heath, Page 72.
France makes money from agriculture by exports and producing almost all the food she needs. France has many advantages for agriculture: good soil, much land in the plains, and the right amount of sunshine and rainfall.

Grade 6, In the Eastern Hemisphere, Heath, Page 90.
Soviet agriculture has always had difficulties because natural conditions are poor for farming and because peasants have resisted state control of agriculture. In spite of these difficulties, the Soviet Union today is a leader in agriculture and manufacturing, second only to the United States.

Grade 6, In the Eastern Hemisphere, Heath, Page 98.
Now in the Soviet Union there are huge farms run by the government: collective farms and state farms. Government-run farms are inefficient. The farmers are getting better yields from their own small private plots.

Grade 6, Japan, Fideler, Page 18.
Fewer than one sixth of Japan's workers are employed in farming, and the number is steadily growing smaller.

AGRICULTURE

Grade 6, Japan, Fideler, Page 121.
In the early 1900's farm workers were very poor. Most of them were tenant farmers who had to pay as much as one half of what they raised as rent to their landlords.

Japan has a small amount of farmland. If this land had to be divided among all Japan's people, each farmer would have so little land that he could not raise enough to earn a living.

Grade 6, Japan, Fideler, Page 131.
Farmers in Japan are much better off than they used to be. Before World War II, most of Japan's farmers rented part or all of the land they worked. They had to pay as much as half of their harvest as rent to their landlords. During the occupation after World War II, a land reform program was conducted. The Japanese government purchased land belonging to landowners. Tenant farmers were permitted to buy this land by making payments over a long period of time.

Grade 6, Japan, Fideler, Page 132.
Until the 1930's, silkworm raising was one of the most important kinds of farming in Japan. Large amounts of silk were exported to foreign countries.

Japanese farmers are using more farm machinery than they did in the past. As farmers earn more money, they generally are able to afford more farm machines. Another reason why the use of farm machines is increasing is that it is becoming difficult to find people to do hard labor as more and more farm people move to the city. The use of machinery is making Japanese farms more productive.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 26.
The Greeks considered farming a very honorable occupation. The Greek farmer used simple tools that he could make and repair himself. He grew food his family needed. From the fourth century on, farming became more scientific. Experts studied the soil and began to use crop rotation. Most farmers were able to grow enough food for their own families and many were able to grow extra food which they sold to other residents of their city-state.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 186.
India is an agricultural country. Almost half the land is cultivated; the majority of the people earn their living from the land. Yet for most the living is poor, and for many it is precarious. The biggest problem is lack of irrigation. Yet, in the last twenty years, the output of food has increased by 50 percent.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 188.
The crops which a person or a country can grow that are not needed for local use, and thus can be sold, are called cash crops. A person or a country which can only engage in subsistence farming--that is, what must be consumed by the growers--has no crops to sell, and thus no income from farming.

AGRICULTURE

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 194. Once a person has an education in India, he often is reluctant to work with his hands. Even if his father is a member of the farming caste, he will often be reluctant to farm if he can read and write. Yet India's farms require educated, able farmers who can improve the yield of the land.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 196. Whatever a person can produce over and above what he needs is called surplus. Because everyone does not have to grow his own food, the surplus can support part-time specialists. Thus, all cities are dependent upon an agricultural surplus.

Grade 6, Learning About Countries and Societies (TE), American Book Co., Page 215. Only three percent of the land in Egypt can be cultivated, and this land lies in the valley and the delta of the Nile. Beyond these fertile areas stretch the vast deserts. Here the crops are grown to feed the entire nation, but there is never enough food.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 220. Egyptian farms are generally small. Israel has found that large-scale communal farming projects best serve the needs of the country. A typical collective farm is called a kibbutz. Community farming and a modern irrigation program have made Israel a leading agricultural country of the Middle East.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 264. Agriculture is very important to Nigeria. People farm to provide themselves with food and to provide crops to sell to the rest of the world. Palm oil and kernals, peanuts, cocoa, rubber, tobacco, and cotton are sold so that Nigeria can buy what it needs from abroad.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 278. In Nigeria an Ibo farmer tries to raise enough vegetables for his family. Buy many Ibos have had to become traders and merchants in order to survive.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-9. The Brazilian farmers knew nothing about crop rotation in the very early days. The coffee trees quickly absorbed all the minerals from the soil, and coffee farms had to be started somewhere else. These farmers did not raise other crops except subsistence crops.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 320. Even in the late 1800's, Brazil still lagged behind other countries in many ways. There was almost no industry. Brazil still depended heavily on agriculture and the rich landowners remained powerful.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 326. Economists call Brazil an agricultural country. Only a small portion of the land is actually under cultivation. Nevertheless, more than half of Brazil's working people are farmers, and farming is a major source of Brazil's income.

AGRICULTURE

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 362. Forty years ago, the Soviet Union was mainly a nation of farms. Today, the Soviet Union is second only to the United States in the production of manufactured goods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 382. Under Lenin's rule, the Russian Government took over all the industries and all the land. Things did not go well, however. Farmers refused to give up their crops and industries in the cities failed because the people lacked food. Lenin knew he had to change his policies. He let the people keep some of their farm products for their own use or sale and even permitted some private ownership of stores and factories.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 399. At the end of World War I, Russian agriculture was in a very poor state. The Soviet Union set up collectives-groups or small farms that worked together--and state farms which were operated directly by the government and employed paid workers.

Grade 6, Man and Change, Silver, Burdett, Page 86.
On a world-wide basis, man has been able to produce more food by farming more land and by using new methods.

Grade 6, Man and Society, Silver, Burdett, Page 141.
Families living on farms spend a great deal of time together. Years ago, farm life differed greatly from city life.

Grade 6, Man and Society, Silver, Burdett, Page 297.
Power driven machinery multiplied many times the specialized production per man and greatly increased the total volume of goods. Modern farm machinery, scientific agriculture, and advanced technology have resulted in increased wheat production and a higher degree of specialization.

Grade 6, Our Working World: Regions of the World, (TE), 2nd ed., S.R.A. Senesh, Page 131.
Agricultural production of a region reflects its climate, landforms, and the culture of the people.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A. Senesh, Page 154.
Many Slavic people were isolated because of agricultural economy and the distance from trade routes, thus the economic and social structure of Slavic countries remained almost unchanged for many centuries.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A. Senesh, Page 228.
The development of a strong agricultural industry is crucial in order to feed the growing population and to free workers for other types of economic development. Increased agricultural production depends on such factors as modernizing production methods, redistributing currently unused land, developing government assistance programs, and improving methods for transporting and storing crops.

AGRICULTURE

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 76.
In 1898, 85 percent of the people in Japan worked in farming. At the end of World War II, in 1945, about 50 percent of the people were farmers. Today only about 30 percent of the people still farm the land.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 92.
Agriculture was discovered about eight to ten thousand years ago. People learned how to plant seeds and cuttings, and how to harvest them.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 138.
Even now, in most parts of the world, there are more people living on farms than in cities. But, in the United States, and some other nations, this is no longer true.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 59.
The development of agriculture was a major step toward civilization.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 88.
Fertile land, produced by the annual flood and irrigation, enabled the Egyptians to raise a surplus of food.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 110.
Every ancient civilization was based on the production of surplus corn. Farmers in the Nile, Tigris-Euphrates, and Indus river valleys were able to raise surplus crops.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 129.
In ancient China the majority of the people lived in rural communities. Their farmland was their most important form of wealth.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 158.
The farmers of India have always been able to grow a variety of crops. In early times India produced a surplus of sugar and spices. These were the bases of India's trade with Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 159.
The farming methods used by some of the people of India today are very similar to the methods their ancestors used hundreds of years ago.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 160.
China has been faced with the problems of a shortage of land suitable for farming and a rapidly growing population. Two of the major crops of the Chinese farmers are millet, which is a wheatlike grain, and rice.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 182.
In some places the clergy of the Middle Ages developed new methods of farming which helped the peasants to produce more food.

AGRICULTURE

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Pages 210 and T75. During the Middle Ages, man's primary economic occupation was agriculture. The basic economic unit for production of agricultural goods in Europe was the manor. Farming practices in medieval Europe were often based on custom rather than on scientific knowledge.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 243. Peaceful conditions, stable societies, and new inventions and developments led to a better way of life for many people in Europe. People had more food because they began making better use of the land, using more fertilizers, and using better farming tools.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 245. From 1500 to 1850 China remained primarily an agricultural nation and most of the Chinese people lived in rural villages.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 249. During the Middle Ages, farmers let some fields lie fallow, or unused. Improved farming methods--the rotation of crops and the use of fertilizers--improved farm production in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 251. In the English colonies in America, agriculture was a major economic activity. Most people of India farmed for a living. The English introduced new farming methods to the people of India.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 252. The large population and the shortage of good land in China led to intensive farming where fields were used for several crops.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 327. Industry relies greatly on raw materials produced by the farmers. It seems that agriculture is the key to economic growth in China. Difficulties in agriculture can cause a drop in the production of goods in factories.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 393. Scientists are helping man produce more food per acre than in the past. In recent years farmers in less-developed countries are getting better farming tools.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T49. The surplus production of agricultural products was the basis for every ancient civilization.

Grade 6, Southeast Asia, Fideler, Page 3. Southeast Asia's farmlands produce more rice for export than any other part of the world.

Grade 6, Southeast Asia, Fideler, Page 53. Most of the people of Southeast Asia live in villages. Most village people make their living as farmers.

AGRICULTURE

Grade 6, Southeast Asia, Fideler, Page 80.
Southeast Asia is one of the world's important farming regions. In most parts the climate is always warm, so crops can be raised all year. But, only about nine out of every hundred acres of land in Southeast Asia are planted in crops.

Grade 6, Soviet Union, Fideler, Page 98.
Farming is the main way of earning a living in the Soviet Union. Even though the Soviet Union has many more farm workers, it produces scarcely more food each year than the United States does. One reason the Soviet Union does not produce more food is that only about one tenth of the land in this huge country is suitable for growing crops.

Grade 6, Soviet Union, Fideler, Page 99.
All the farmland in the Soviet Union is owned by the government. This system was started in 1928 because the Soviet government wanted to collectivize agriculture in order to increase food production. To produce more crops the farm workers needed to use tractors and other machines, instead of old-fashioned farm tools. These machines would be too expensive and impractical for use on the smaller farms.

Grade 6, Soviet Union, Fideler, Page 100.
Each family on a Soviet collective is allowed to use a small plot of land where the members of the family may raise food for themselves or to sell. About one third of the food produced in the Soviet Union is raised on these small plots.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T78.
The warm, moist climate of the Southeastern United States is good for growing many crops that cannot be grown in the North. For years, cotton was the main crop in the Southeast; it remains the main cash crop, but today the Southeast is as much a manufacturing area as a farming area.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T99.
Much farming on the West Coast of the United States is carried on with the aid of irrigation. Ranching, wheat farming, and dairying are important industries in the Northwest.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 64.
The farm family in the United States no longer raises many products for its own use. Instead, the farmer specializes in one or two products for the market. With his profits, he buys goods and services for his family. Farmers now use many machines.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 65.
American farmers are doing such a good job that they often have surplus crops. In other words, they produce more food than the population of the United States uses.

Grade 6, The United States and Canada, (TE), Addison-Weslye, Page 90.
By 1890, farming was no longer the main way to make a living in the United States. As the use of farm machines increased, fewer rural workers were needed.

AGRICULTURE

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 146. Most of the early American settlers wanted to have farms. The Indians of the Northeast showed them how to grow corn, and how to make the soil richer.

Many Northeastern farms are called truck farms. Truck-farming is the growing of fresh vegetables for market. Truck farms are generally smaller than other kinds of farms. Some of them are only vegetable gardens.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 182. After the Civil War, both black and white people worked as sharecroppers. There are still a few small cotton farms worked on shares, but they are disappearing. Small farmers cannot afford tractors or other machinery.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 209. A present day dairy farm is almost like a factory. There are milking machines, and machines for washing the cows before each milking. The milking is done twice a day in a special milking parlor.

Grade 6, The Ways of Man, (TE), Macmillan, Page 14. Thousands of years ago, in some places on the earth, men gave up the hunting-and-gathering ways of getting food and began to be farmers. This change had such far reaching effects upon his culture, in such a short time, that it is called the food producing revolution.

Grade 6, The Ways of Man, (TE), Macmillan, Page 32. Making a living from the land was not easy but not so hard as to take all the time of all the people.

Grade 6, The Ways of Man (TE), Macmillan, Page 42. Among the development that made life begin to improve in the Middle Ages were changes that took place in ways of farming. Farmers of Western Europe learned to use the three-field system of agriculture. That is, they learned that they could protect their soil, and get bigger crops, by dividing their farms into three fields and rotating the crops in each field.

Grade 6, The Ways of Man, (TE), Macmillan, Page 95. The valleys of the Nile and the Tigris and Euphrates rivers were ideal settings for agricultural societies. They could produce enough food to support many people. Thus, they made it possible for civilization to develop.

Grade 6, The Ways of Man, (TE), Macmillan, Page 136. Although water is very scarce, Israel has almost reached its goal of growing all the food it needs. It now even has a surplus of some food to export.

In the early days of Israel's modern development much farming was done by members of kibbutzim. A kibbutz is a farming community owned and operated by its members as a group.

AGRICULTURE

Grade 6, The Ways of Man, (TE), Macmillan, Page 142.
Several countries have undertaken great irrigation projects to increase the amount of land for agriculture. One of the best-known of these is the new Aswan Dam on the Nile in Egypt. But population has grown so rapidly that production on the new farm land has barely kept up with the number of additional people.

Grade 6, The Ways of Man, (TE), Macmillan, Page 177.
Three out of four Africans today make their living by farming. Some of these work as laborers on large farms owned by others, farms that grow one main crop for sale. But the great majority are subsistence farmers who grow what they need to live.

Grade 6, The Ways of Man, (TE), Macmillan, Page 193.
The Yoruba, a tribe in Nigeria, are mostly farmers. Almost three quarters of the Yoruba men are farmers producing food crops for their domestic needs.

Grade 6, The Ways of Man, (TE), Macmillan, Page 371.
China was--and still is-- an agricultural society. In traditional China the labor of the peasants produced enough food, in normal years, to feed peasant families and have some left over. The "some left over" was enough to feed the non-farmers who created China's high degree of civilization.

BANKS

Grade 4, Adventure: Economics, Ohio, Page 32.
The institution of banking was established to answer the need for a centralized agency offering a standard medium of exchange and a lending service. The bank, as an agent for the transfer of savings to investment, is a key element in economic development.

Grade 4, Communities Around the World, Sadlier, Page 84.
Most farmers need their crops. They often borrow money from a bank to pay for their equipment. With part of the money they get for their crops they pay back the bank.

Grade 4, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Volume 12, Page 46.
When a movie theatre is replaced by a bank in the neighborhood, it is an excellent opportunity to explore consumer preferences which constitute consumer demand.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 33.
A bank is a business which receives, lends, exchanges and safeguards money.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 139.
The commercial bank is a financial institution. It brings the voluntary savings of people to a convenient location, pays the people interest for the use of their money and then makes the money available to businesses and other individuals who need to borrow money.

BANKS

Grade 4, Economic Education for Arkansas Elementary Schools, Page 141.
A bank is an institution that holds money deposits and makes loans. The bank performs a variety of social and economic services. A bank is a private enterprise.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 5.
Banks facilitate economic activity by providing loans and safeguarding savings.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 35.
Bankers are businessmen whose business is money and credit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 130.
Banking is one of the most complex features of our economic system.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-2.
It is safer and easier to keep money in a bank.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 167.
Banks give their customers many services, and two of the most important of these are checking accounts and savings accounts.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 190.
The bank receives benefits from each check a person writes.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 64.
Banks are a place to store money or objects of value.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 133.
Many people put their saved money in banks and let the banks invest it for them.

Grade 5, Adventure: Economics, Ohio, Page 32.
The institution of banking was established to answer a need for a centralized agency offering a standard medium of exchange, and a lending service. Savings provide a source of funds which are used for the purchase of capital, i.e., investment. No nation can increase its productivity without investment in the resources of society. The bank, as an agent for the transfer of savings to investment, is a key element in economic development.

Grade 5, American Neighbors, Fideler, Page 3-119.
Most of the money in the Caribbean Lands is in the hands of a few wealthy people. Many of these people are unwilling to invest their money in industries in their own countries because they fear revolutions or dictatorship. Instead their wealth is kept in banks abroad.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 33.
A bank is a business which received, lends, exchanges and safeguards money.

BANKS

Grade 5, Economic Education Experiences of Enterprising Teachers, Kazanjian Awards Publication: Number 10, Page 37.
Children can learn the real value of banking by actually doing business with a bank.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 143.
Institutions are creations of man for man. Economic institutions have been devised to help the economy function smoothly and efficiently. Banks bring together the voluntary savings of the people and make loans to business enterprises for investment. Banks also lend money to individuals for the purchase of consumer goods.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P), Page 17.
Banks are the institutions that serve as a source for loans, hold money for safekeeping and transfer money between individuals and businesses.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 5.
Banks help the production process by providing capital through loans and safeguarding savings.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 42.
Banks serve the people in three major ways. They serve as a clearing house for those people who receive checks in payment for goods and services, as depositors for people who want to save money for future needs and wants, and as a supplier of money that they provide through loans. Banks pay interest on the money in savings accounts.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 64.
Banks are a place for the safekeeping of valuables.

Grade 5, The Northeast, Fideler, Page 120.
Ever since the 1700's, the Northeast has been the home of banks and insurance companies. Many business firms throughout the United States kept their money in banks in the Northeast. They felt that their money was safer there than in local banks, because the banks of the Northeast were usually larger and had more funds to take care of emergencies.

Grade 5, One Nation: The United States, (TE), Ginn, Page 108.
Finance workers specialize at many kinds of jobs. Bank workers help Americans to save money. When a person needs a loan to buy a house or a car, he usually comes into contact with bank workers. Businessmen often borrow money from banks.

Grade 5, One Nation: The United States, (TE), Ginn, Page 465.
President Roosevelt was determined to end the Depression. He acted quickly. Within twenty-four hours after his Inauguration, he closed all the banks in the United States. They stayed closed for four days. During those four days government leaders decided which banks could reopen. After that, the President asked Congress to pass several laws to make the banks stronger than they had been.

BANKS

Grade 5, One Nation: The United States, (TE), Ginn, Page 471.
To help the farmers, F. D. R. set up the Farm Credit Administration. This institution lent money to farmers at a very low rate of interest.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 244.
Some businesses, like banks, earn most of their profit from interest. When you deposit money in a savings bank, you are really lending that money to the bank for it to use until you want the money back. The bank pays interest to you for this use of your money while it is on deposit. The bank then uses your money to lend to other people so it can make a profit. Thus, the money you deposit earns money for you and also for the bank.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 296.
Computers are now used in many of our country's businesses. These high-speed devices are used in banks to sort as many as 1,000,000 checks a day.

Grade 5, This Favored Land, (TE), Macmillan, Page 244.
Businessmen of the cities of the North supplied many services for the South. Northern owned ships carried much Southern cotton to Europe and brought back European goods headed for the South. Northern banks loaned money to Southern banks.

Grade 6, Adventure: Economics, Ohio, Page 36.
Since the expansion or contraction of the money supply may have such an immense effect on the total economy, extreme care must be taken to prevent mistakes in this area. Banks create money by means of their lending policies. Since this is also their major source of income, this presents a conflict of interest. Increased loans means a larger income for the bank, but can also cause inflation.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 61.
Merchants in earlier times had to carry large amounts of money with them--the profits of a successful venture or enough money to buy a shipment of goods or pay their employees. Robbery was frequent. With the establishment of a bank with several branches, a merchant's risk's were decreased. Instead of gold or silver coins, he could carry a simple letter of credit. Money would be available for him at the bank branch in the city he was going to.

Grade 6, Cultures in Transition, (TE), Follett, Page T58.
Money-changers were needed to exchange the currency of one area with that of another. Money changers loaned money so that businessmen could enlarge their enterprises or buy new ones. They helped people save money in a safe place and made it easier for people to pay each other in large amounts. Modern bankers perform similar services.

BANKS

Grade 6, Cultures in Transition, (TE), Follett, Page T69.
Italian merchants sped up their trade with Bruges. The offices of Italian merchants served as banks. They accepted deposits and made loans. Perhaps most important, they made out bills of exchange. With these a buyer in Venice, for example, could pay for goods in Bruges by telling the bank to subtract so much from his own account and add to the account of the seller. Since the bank need only to change its records, no money had to be carried over the long and dangerous trip from one city to the other.

Italian merchants brought banking to Bruges. They helped people improve their businesses by lending money. They offered a safe place to keep money. Letters of credit and bills of exchange helped make sales between distant areas much easier. If merchants had to travel long distances carrying money with them, they might not have been as anxious to buy wool from Bruges.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 33.
A bank is a business which receives, lends, exchanges and safeguards money.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 147.
Economic institutions have been devised to help the economy function smoothly and efficiently. Banks have more functions than channeling money from saver to saver. They serve as safe depositories for money and valuables.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 194.
In order to get most efficient results from specialization, a nation must develop a functional monetary and banking system.

Grade 6, Eleven Nations, (TE), Ginn, Page 17.
The Bank of England was set up to provide the money to run the government in England. Wealthy noblemen and merchants lent their money to this national bank.

Grade 6, Germany, Fideler, Page 44.
Germany had to work hard to rebuild its industry after World War I. Just when conditions were improving, the Great Depression brought hard times to the whole world. Banks failed and people lost their money.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 158.
During the depression of the 1930's about thirteen million workers in our country were unemployed. More and more people withdrew money from their bank accounts to pay their expenses. Because many banks lacked enough cash to meet these demands, they had to close, and millions of people lost their life savings.

Grade 6, Investigating Man's World: Inter-American Studies, Scott, Foresman, Page 67.
Money, credits, and banking are important to the way Canada's economic system works.

BANKS

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 31. When a merchant or a visitor came to Athens with money from another place, he would take his coins to a money-changer for the coins of Athens. The money-changer would charge a fee for performing this service. Money-changers became the bankers of Athens. Individuals began to leave sums of money with the money-changer to be kept safe until they needed it. The money-changer would lend this money to merchants to buy products for trading. When the merchant had traded his products, he repaid the loan with interest.

Grade 6, The Ways of Man, (TE), Macmillan, Page 59. The Middle Ages of Western Europe gave rise to a new specialist--the merchant capitalist. As a capitalist, he used money that he had made to buy, hold, ship, and sell products made by other people. Many of these merchant capitalists soon had so much money that they became bankers as well as merchants. As bankers, they loaned money to others and charged interest for these funds.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387. As trade expanded, the money and banking system in China became highly developed.

BARTER

Grade 4, Adventure: Economics, Ohio, Page 9. Barter and specialization create an interdependent society.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 140. The barter system was an exchange or trade of goods and services used by our early settlers. Goods were traded for goods.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-1. Exchange of goods takes place by trading, as in barter (direct exchange of goods), or as in a monetary system.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 165. Trade is a method of exchange which is called barter. When you barter, you exchange something of value to you for something else you want.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 12. Trading the goods a person needs for the goods that he has in excess of is called barter.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 107. Long ago each person made or grew almost everything he needed. Some people learned to make one item better than their neighbors could. The neighbors would exchange or barter things they made well or grew for this item. This system of barter spread rapidly.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 210. Trading helps increase consumer satisfaction.

BARTER

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 211.
A trade is fair if both sides are satisfied.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
Barter is an inefficient form of exchange.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
People share resources when they trade goods and services.

Grade 4, The Teachers Guide to Economics: Grade 4, Oregon, D.E.E.P., Page 11.
The discovery of the Pacific Northwest created new markets in which the Indians could exchange their goods for those of the Americans.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 172.
Barter is a special kind of trade. It is the exchange of goods for goods, or good for services, or services for services.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T112.
Bartering is an inadequate form of exchange.

Grade 5, Adventure: Economics, Ohio, Page 11.
Barter is the trading of one product or service for another. It is a major factor in the beginning phases of economic development. It usually develops when a person has more of one thing than he needs and wants something that is not readily available to him.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 12.
Barter is trading goods for goods.

Grade 5, Man the Toolmaker, (TE), Follett, Page T212.
Before the urban revolution there was no money. People simply traded one item for another.

Grade 5, Man the Toolmaker, (TE), Follett, Page T288.
The 17th Century Indian village met its own needs without depending on outside sources. There was no need for money in such a village, since people could simply exchange work or products with each other.

Grade 5, Man the Toolmaker, (TE), Follett, Page T406.
Before the invention of money, people bartered in marketplaces or with traveling traders who visited their settlements. Sometimes they assigned more value to one item than another and used that valued item as a means for determining the worth of other trade goods.

Grade 5, One Nation: The United States, (TE), Ginn, Page T32.
Barter is the exchange of goods that are of equal or nearly equal value.

BARTER

Grade 5, This Favored Land, (TE), Macmillan, Page 113.
When Eli Terry began to sell his clocks in 1803, very few clocks were sold for cash. He needed food for his family and his workmen, and salt pork or corn meal was just as useful as money. Or payment could be made in woven cloth or handmade iron nails, beeswax, cheese, or any other useful commodity. He sold or bartered some of these articles on his return journey.

Grade 6, Adventure: Economics, Ohio, Page 9.
By bartering, people obtained the things they wanted or needed. An agreement was made with another family having only fish to eat to trade rice for some fish.

Grade 6, Cultures in Transition, (TE), Follett, Page T58.
When people first started trading, they simply exchanged one thing for another.

Grade 6, Eleven Nations, (TE), Ginn, Page 249.
In the village markets in Nigeria trade is usually carried on by bartering.

Grade 6, Eleven Nations, (TE), Ginn, Page 311.
In traditional India, people bartered or exchanged what they produced with his neighbors or wandering traders.

Grade 6, In the Eastern Hemisphere, (TE), Heath, Page 56.
Foreign trade at first was often by barter. Merchants had to barter because gold and silver were scarce.

Grade 6, Learning About Countries and Societies, (TE) American Book Co., Page 1-13.
In every barter system as soon as there is an exchange or trade, each party has received full value in some goods or services. But in a money system the person who receives money rather than goods or services in return has a credit or option to use that money at a later time to get goods or services that completes the exchange of value.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 3-12.
Barter is a trade process in which one product is exchanged for another.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 167.
In the Eastern societies of China and India, the people of different villages carried on trade with one another. One village might have had a surplus of grain but a shortage of salt. A neighboring village might have had a surplus of salt but a shortage of grain. The barter system worked as long as the people doing the bartering could use the products that were being traded. However, when a country became involved in foreign trade on a large scale, a more efficient system was needed.

BORROWING: CREDIT

Grade 4, Adventure: Economics, Ohio, Page 25.
Borrowing is a method of transferring savings into investments.

BORROWING: CREDIT

Grade 4, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Volume 12, Page 43.
When children actually take out a loan for their classes manufacturing company they learn what business is really like.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 5.
Credit is a promise of future payment in exchange for present goods, services or money.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 34.
Credit enhances economic growth. To shop effectively for the best possible finance, a borrower must understand the interest cost of credit.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 35.
A borrower must be able to prove he is honest and able to pay back the loan.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 44.
When buying on credit, a person is able to obtain the goods and services he needs at the present without paying for it right away.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 101.
People who have ready cash may choose to save installment charges by paying full price. Those with less available cash may choose to use the installment plan over a convenient period of time. The total cost of an item is greater if the consumer pays in installments because, in effect, he is borrowing money and must pay a fee (interest) for the use of the borrowed money.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 186.
Installment buying is a form of credit. The family can buy an expensive item with a down payment if they promise to pay a certain amount each month.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 54.
Borrowers must pay for the use of money.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 132.
The money available through loans is limited.

Grade 5, Adventure: Economics, Ohio, Page 25.
Borrowing is a method of transferring savings into investments. The availability of funds to be lent stimulates investment in a society. The extent to which borrowed funds increases the productivity of a society is dependent upon how the funds are used.

Grade 5, Caribbean Lands, Fideler, Page 69.
People from other parts of the world are helping the Caribbean countries. The United States government has loaned money to countries in this region for roads and for other important projects.

BORROWING: CREDIT

Grade 5, Caribbean Lands, Fideler, Page 104.
People from other countries are now helping the Caribbean to make greater use of its resources. The United States has loaned millions of dollars to countries in this region. Some of this money is being used to build roads, dams, and factories. Money also has been provided by the World Bank and agencies related to it.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 5.
Credit is a promise of future payment in exchange for present goods, services or money.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 34.
Credit enhances economic growth. To shop effectively for the best possible finance terms, a borrower must understand the interest cost of credit.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 144.
Businesses, government and consumers all need to borrow money at times.

Grade 5, Economic Education for Washington Schools: K-6, D.E.E.P., Page 16.
Money and credit are the institutions that enable us to exchange the goods and services we produce for the things we want. Credit is a promise to pay later for goods and services consumed now.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 225.
Credit is the process of buying something now on the promise of paying for it in the future.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 52.
Borrowing is the process of obtaining money now on the promise of paying it back later.

Grade 5, The Northeast, Fideler, Page 120.
The Northeast remained the home of banks and insurance companies throughout the 1800's. Many business firms throughout the United States kept their money in banks in the Northeast. They felt that their money was safer there than in local banks, because the banks of the Northeast were usually larger and had more funds to take care of emergencies. If companies needed money to buy new equipment, they often borrowed it from the banks in the Northeast.

Grade 5, One Nation: The United States, (TE), Ginn, Page 462.
After World War I, Americans began to buy on credit, or on the installment plan. "Buy now, pay later" become the slogan of these buyers. They bought clothes, household appliances, furniture, and even houses on credit. To buy a home, all an American had to do was make a small down payment to a bank and then pay a certain amount each month for many years.

Grade 5, One Nation: The United States, (TE), Ginn, Page 463.
The Depression put millions of people out of work. Many Americans lost their homes. When they could not meet the monthly payments on them, they had to move out.

BORROWING: CREDIT

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 191.
Installment-plan buying is the purchase of goods with a down payment and a series of regular payments, usually monthly, at a certain interest rate.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 214.
The use of installment buying had a profound effect on the American economy.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 221.
When a person borrows the supplies to make a product and pays for them out of sales, he has received a loan or some other form of credit.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 240.
In most American homes there are several machines that do the work that people once had to do themselves. They cost so much that most people don't have enough money at one time to pay for even one of them. Most Americans use credit. Credit means having the equipment now and paying for it later.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 242.
Lenders must receive a profit on the money they lend, or loaning money is not worth the risk involved in loaning.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 245.
The rate at which a person receives credit, depends on the credit risk he represents.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 298.
Because the farmer had money problems, they often borrowed money. They frequently borrowed from a bank. The farmers gave bankers notes saying they would give up their farms if they could not repay their loans. This type of loan is called a mortgage.

Grade 5, This Favored Land, (TE), Macmillan, Page 113.
When Eli Terry sold his clocks in 1803, the clocks cost about twenty-five dollars each, which was a great deal of money. He had to sell them on the installment plan because very few people could afford to pay out that much cash at one time.

Grade 5, This Favored Land, (TE), Macmillan, Page 255.
The sharecrop system which developed in the South followed the Civil War, depended on borrowed money. Southern landowners got back into the farming business by borrowing. They kept going by borrowing. Early each spring the landowner borrowed money. He had to borrow enough for his workers--and his own family--to live on until the crops were harvested. The banker or store owner in the nearby town who made his loan charged interest for it. The owner loaned money to each of his workers. At the end of the year when the crops were harvested, each sharecropper had to pay back his furnished loan. He did this with his share of the return from the crops. Then the owner paid the local bank or the store owner who had loaned the money to him.

BORROWING: CREDIT

Grade 5, This Favored Land, (TE), Macmillan, Page T99.
The Northern bankers and manufacturers who lent money and gave credit to Southerners were disliked in the South. Because these men charged high interest rates and sometimes took harsh steps to get their money back, it was natural for Southerners to resent these men and to blame the money interests of the North for their troubles.

Grade 6, Adventure: Economics, Ohio, Page 25.
Borrowing is a method of transferring savings into investments.

Grade 6, The Ways of Man, (TE), Macmillan, Page 377.
Like farmers all over the world, Chinese peasants were often heavy borrowers. After a bad harvest borrowing money was often necessary to buy food until the next harvest. Weddings and other special occasions also sent peasants to local money-lenders.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 61.
Banks could lend money to men who wanted to undertake trading ventures or set up small businesses in the Middle Ages. A prospective merchant could borrow money to finance a trading project. Thus, many small merchants and businessmen were able to get a start.

Grade 6, Cultures in Transition, (TE), Follett, Page T58.
Money changers loaned money so that businessmen could enlarge their enterprises or buy new ones. They performed this service for a fee called interest.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
One way businessmen get money is through borrowing from banks.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 5.
Credit is a promise of future payment in exchange for present goods, services or money.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 34.
Credit enhances economic growth. To shop effectively for the best possible terms, a borrower must understand the interest cost of credit.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 147.
Economic institutions bring together the voluntary savings of the people and they pay interest for the use of this money, and in turn, they lend the money to individuals and businesses that need money.

Grade 6, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 8.
In an underdeveloped country, not only are the people poor, but also lacking in adequate economic institutions such as a banking system, business organization or the use of credit.

Grade 6, In A Race With Time, (TE), Macmillan, Page 336.
In many South American countries, the farmers till the land and herd the flocks of the ranch owner. In return, they receive a part of the harvest. This is never enough, so the farmers have to borrow from the owner of the hacienda. They are never able to repay what they owe.

BORROWING: CREDIT

Grade 6, In A Race With Time, (TE), Macmillan, Page 336.
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Grade 6, In A Race With Time, (TE), Macmillan, Page 376.
Industrialization is an expensive process. Highways, dams, steel mills, and textile factories require vast sums to construct. Part of the money is borrowed from citizens and from bankers at home and abroad. Loans are secured from foreign governments or from international organizations.

Grade 6, India, Fideler, Page 90.
When the rains are poor in India, the harvest is bad. The farmers must borrow from the village moneylender. Since the farmers earn so little money even when the harvest is good, it is hard for the farmers to pay him back. Often they stay in debt.

Grade 6, Japan, Fideler, Page 46.
The Tokugawa leaders forced the Japanese landowners to build roads and other public works, and to have homes in the capital city as well as one on their own lands. Many landowners had to borrow money from the wealthy merchants to pay for these expensive projects.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 135.
In the thirteenth century, the feudal lords were constantly in need of money. They wanted to buy the luxuries then available, and they maintained an expensive life-style. The lords began to borrow money from moneylenders and were almost always in debt.

Grade 6, Man and Society, Silver, Burdett, Page 307.
Before people buy capital goods, they must acquire savings or borrow large sums of money.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S. R. A., Senesh, Page 74.
Borrowing is one way of obtaining money for capital goods.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S. R. A., Senesh, Page 206.
In Japan, businessmen can request a loan from the government to establish industries. The government grants the loan, using a portion of the tax revenue.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 402.
The British government set aside about 2 billion dollars to be used in developing new towns. Instead of spending the money, the government loaned it to developmental corporations. The developmental corporations were expected to repay the loans as soon as possible.

BORROWING: CREDIT

Grade 6, The Ways of Man, (TE), Macmillan, Page 376.
Chinese peasants usually worked for wealthy landowners as farmers. The peasants borrowed money from the landowners. The high taxes and low wages kept them forever in debt.

BUDGETING

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 12.
A budget is a plan which classifies individuals', families', communities' or nations' estimated income by source, and the way the income was or will be spent within a fixed time period.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-5.
Economics involves the process of making choices and priorities in the use of resources. The concept of a budget reflects that element of decision-making.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 182.
A budget is a plan for using money.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 28.
All states try to keep a budget that is balanced between public expenditures and public incomes.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 101.
A budget is a plan for expenditure and income for a given period of time.

Grade 4, The Social Sciences: Concepts and Values, (Orange, (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 199.
A plan for spending money is called a budget.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 200.
People budget so they can spend their money more wisely, take care of their needs and yet be able to save, and see clearly how they spend their money and where they might want to cut back or expand.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 12.
A budget is a plan which classifies individuals', families', communities' or nations' estimated income by source and the way the income was or will be spent within a fixed time period.

Grade 5, Economics and the Community, Dawson, J.C.E.E., Page 8.
The costs of housing, transportation, medical care, insurance, food, and other items to the family are determined and allowed for in the family budget.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 42.
Each year an estimate is made of the anticipated expenditures by the various departments and agencies of the government. These estimates are forwarded to the Bureau of the Budget. The estimates are tabulated and a budget of anticipated governmental expenditures and income is prepared and presented to Congress.

BUDGETING

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 12.
A budget is a plan which classifies individuals', communities' or nations' estimated income by source and the way the income was or will be spent within a fixed income period.

Grade 6, Eleven Nations, (TE), Ginn, Page 314.
Because economic planners know the amount of money a country can spend and give advice on how it should be spent, outsiders often think economic planners make budgets. Making a budget for a country is an enormous task, but good planning is more than budgeting.

BUSINESS ORGANIZATIONS

Grade 4, Economics: The Dismal Science, Ellenberg, Page 60.
The business arrangement where one man owns and controls his business alone is a single proprietorship.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 61.
When two men share their work and profits in a business they are partners. This business arrangement is common and is known as a partnership.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 62.
Many people and much money is needed to support the activities of a large business. A business that allows people to invest in the company by buying shares is called a corporation.

Grade 4, Four Lands: Four People, Heath, Page 124.
A private business is owned by a person, family or group of investors.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 124.
There are both practical and legal differences among individual ownership, partnership, and the corporation.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 173.
Corporations are a type of business in which investors purchase shares of stock in a company, and are limited as to liability to the amount of their investment. Corporations are the cornerstone of the economic system in the United States.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 249.
The Chamber of Commerce is an interest community that represents a town, city, state, region, or county. It works to bring new industry into a community and to furnish information about the community that may help those planning to move into the area.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 115.
A sole proprietorship is a business that is owned by one person only. When two people own a business and share in the profits and responsibility, they are partners and own a partnership. People who join together to operate a business for everyone's benefit is called a cooperative. When people buy part of a business through shares of stock, they are part owners of a corporation.

BUSINESS ORGANIZATIONS

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 27.
Large corporations developed during the later half of the 1800's.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 115.
A business owned and operated by one person is a sole proprietorship. When two men share equally in the profits, risks and responsibilities, they are partners and operate a partnership.

Grade 5, Midwest and Great Plains, Fideler, Page 172.
Some dairy farmers form business organizations called cooperatives to process and sell milk from their farms.

Grade 5, The Northeast, Fideler, Page 202.
The United States Steel Corporation is a corporation. This company was started more than seventy years ago by a group of businessmen in the Northeast and the Midwest. Several small steel companies were combined to form one large corporation. Shares of stock were issued to the founders of the new company. Additional shares were sold to other people who wanted to invest their money.

Grade 5, One Nation: The United States, (TE), Ginn, Page 116.
When businessmen need large amounts of money to cover the costs of production, they may consider forming a corporation. Once they form the corporation, they sell shares of stock to people. These people own a share in the business. Profits are shared with these people.

Grade 5, One Nation: The United States, (TE), Ginn, Page 441.
A great deal of money was needed to establish and expand American industrial companies between 1865 and 1900. Before the Civil War, most companies were owned by individuals or by two or three men. However, neither individuals nor partners could raise enough money to pay for the great growth of industry. Many businessmen formed corporations and sold shares in these corporations to stockholders. The stockholders would receive a share of the company's profits at the end of a year.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S. R. A., Senesh, Page 243.
There are two kinds of comglomerates. One kind handles several stages of production of a single product; it may produce raw materials, make them into finished goods, and distribute them to retailers. Another kind of conglomerate is made up of several companies that produce different products under one management.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
To obtain money, businessmen can sell shares of stock in their company. When they do this they are forming a corporation.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 124.
There are many different types of private enterprise: a proprietorship is a business owned and operated by one person; a partnership is a business owned and operated by two or three persons; a corporation is a business owned by many people and managed or operated by other than the owners; a cooperative is a business where people join together to operate a business for everyone's benefit.

BUSINESS ORGANIZATIONS

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 276.
In the 1800's, the corporation was developed. A corporation is a special kind of company--one in which many people invest money and share in the profits. Corporations are built with the combined resources of one person or a small group of people. With the beginning of corporations, businesses began to grow larger.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 314.
Today's most important form of business organization is the corporation and was developed between 1870 and 1900. A corporation is owned by stockholders, or people who have bought shares in the business. The stockholders share in the profits.

CHOICE MAKING: SCARCITY

Grade 4, The Adventures of Primero Dinero, Jackstad and Hamada, Page 3.
Something is scarce when you don't have as much of it as you would like.

Grade 4, Colonial America, Fideler, Page 25.
Wealthy colonists used different kinds of materials to build their homes. In New England many Georgian houses were made of wood. Stone was often used in the Middle Colonies, especially in Pennsylvania. Most Georgian style houses, however, were built of brick.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 4.
People's wants vary because of geographic location, and because of cultural differences; but all people have primary wants for food, clothing and shelter.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 5.
People's wants vary because of personal preferences and age differences. People's wants change as new things are discovered or invented. People's choices for satisfying their wants are limited by their income.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 10.
Resources are limited; so cities, states or nations cannot have everything their citizenry want. Therefore, society has to decide which things are most important to give the greatest amount of satisfaction.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 11.
The American economy offers a wide variety of goods and services from which to choose.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 12.
Scarcity is the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 28.
Every economic system faces the basic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. This fact brings on a need for making economic decisions.

CHOICE MAKING: SCARCITY

Grade 4, Economic Education for Arkansas Elementary Schools, Page 86.
Culture, tradition and religion sometimes forbid the use of available resources.

Grade 4, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 1.
Economics is the study of the way people use their productive resources to produce goods and services.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 3.
We cannot have all the things we want because resources are scarce.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 3.
People must decide what to eat, when to eat and how to eat. They must have many choices.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 22.
People have unlimited wants, but there are only a limited amount of goods available to satisfy these wants.

Grade 4, The Environment We Live In, (TE), 1973, Follett, Page T194.
Modern man's wants have changed drastically.

Grade 4, The Environment We Live In, (TE), 1973, Follett, Page T197.
The choices that the individual makes are important. So are the choices of families, neighborhoods, communities, cities, states and nations.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 37.
Advertising affects choices.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 94.
Advertising does affect taste, but consumer demand determines the success or failure of any product.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 2-3.
People in different periods of history react differently to similar environments.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 2-4.
Emeralds are more rare than diamonds. Emeralds are therefore worth more to people than diamonds.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-4.
In a frontier community people have fewer choices between goods and services than in a modern economic community.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-5.
Economics involves the process of making choices and setting priorities in the use of resources.

CHOICE MAKING: SCARCITY

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-6.
People's economic choices affect supply and demand and the prices of goods and services.

In economic terms, needs are called necessities, and wants are called luxuries.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 187.
Some people even make a business of helping you to make a choice. These people work for advertising agencies.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 190.
People who lived in frontier towns in America had a limited number of things to choose from.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 32.
Human wants for resources exceed the resource available, therefore, resources are scarce.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 46.
Forest regions are examples of how the abundance or scarcity of natural resources and man's careless or careful use of those resources affect man's well-being.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page 31.
There is a limit to the amount of water a city has.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T43.
People everywhere must have water, food, clothing and shelter.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T66.
The place in which man lives influences the way he earns a living.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T80.
People living the Malayan rain forest meet their needs for food by hunting animals and by gathering nuts, berries, and wild fruits such as durians and magosteens.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T91.
The people of Argentina, like people everywhere, have developed unique ways of meeting their needs.

Grade 4, Regions and Social Needs, (TE), 1974, Laidlaw, Page T96.
People often use materials of their immediate environment to meet their needs for houses.

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., P. T59.
People make different uses of a desert's resources.

CHOICE MAKING: SCARCITY

Grade 4, Regions Around the World, (TE), 1972, Field Educational Pub., Page 181.
Many kinds of resources and a large area of land mean that people have many choices of ways of living there.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 126.
Resources are limited on our planet.

Grade 4, The Social Sciences: Concepts and Value, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 133.
Resources are not uniform throughout the nation.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 184.
Economic behavior depends upon the utilization of resources. The resources of people and regions are limited. A boy who earns money adds to his choices, but his choices are still limited.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 193.
Everyone has a limited amount of money. Resources are limited, also. Everyone must choose how to use his resources.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 195.
Choices show what people care about.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace Jovanovich, Page 196.
Today, people have many more goods and services from which to choose. But there are still limits on their choices.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 198.
What a family chooses to do with its money depends in part on how much income it has.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Land is an important resource in all cities. Most city governments make choices about how to use land.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 203.
Choices are sometimes very hard to make. A city cannot have all the land it wants.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 205.
Across the United States, families and cities make choices about natural and man-made resources.

CHOICE MAKING: SCARCITY

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 207.
The community leader's choices depend on what the people who elect them think is important.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 208.
In the future, people will live in different ways. They must plan and choose how they will use resources.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 217.
The resources of a nation are limited.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 233.
Like all resources, human resources are also limited.'

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
The resources of people and regions are limited. Planning helps people to use their resources wisely.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 239.
An economist is someone who studies how people earn and spend money. He knows that people have only a limited amount of money to spend.

Grade 4, The Social Sciences: Concepts and Values,(Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 240.
Advertising affects wants and choices.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon D.E.E.P., Page 1.
The availability of resources influenced the way in which the Indians lived.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon D.E.E.P., Page 16.
The pioneer had to decide how best to use the resources that were available to them.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 42.
All people must find ways of meeting their needs in the natural environment in which they live.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 43.
The natural environment of a place does not make the people who live there think and act and believe certain ways.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 55.
A map of natural resources shows the possibilities that the natural environment offers to the people in different regions. But these maps do not show what choices people have made about the possibilities of their place.

CHOICE MAKING: SCARCITY

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 89.
Places offer possibilities. The choices that people make about the use of those possibilities depends on their culture.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 168.
We want more than we need.

Grade 4, Web of the World, (TE), 1973, Macmillan, Pages 169 and T109.
Advertising affects wants and choices.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T10.
As peoples ideas and technologies change, their ways of living and use of their environment may change.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T34.
The natural environment offers possibilities for human activity, but people make the choices and decisions.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 3.
Something is scarce when you don't have as much of it as you would like.

Grade 5, American Neighbors, Fideler, Page 4-6.
In movies and magazines, many South Americans see pictures of cars, washing machines, and other products commonly used by people in their own large cities and by people in other countries, such as the United States. They want this way of life for themselves. Because South America's people are beginning to expect more, we say that they are going through a "revolution of rising expectations."

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 1-2.
To exist man must utilize natural resources. Human changes and even the structure of civilization may depend on the nature and extent of man's available supply of energy and his ability to control it.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 1-6.
Man's utilization of natural resources is related to his desires and his level of technology.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 1-9.
Climate, weather, and topography affect the way people live.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 1-12.
Man constantly seeks to satisfy his needs for food, clothing, and shelter. In so doinghe tries to adapt, shape, utilize and sometimes exploit the earth to his own needs.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 2-1 and 7-4.
Man seeks to satisfy his need for food, clothing, and shelter and in so doing to adapt, shape and sometimes exploit the earth to his own needs.

CHOICE MAKING: SCARCITY

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 3-1. Man constantly seeks to satisfy his needs for food, clothing, shelter, and happiness. To exist, man must utilize natural resources. Productive and natural resources are scarce and human wants unlimited.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-6. People in cities have needs. Some are basic and others are created. Advertisers are in the business of creating needs.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 5-9 and 6-13.
The environment influences man's way of living. Man in turn modifies his environment.

Grade 5, Canada, Fideler, Page 176.
Some basic needs are so important that people will die or become seriously ill if they fail to meet them. They include the need for air, water, food, protection from heat and cold, sleep and rest, and exercise. Although all people share these needs, they do not all meet them in the same way.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 4.
People's wants vary because of geographic location and because of cultural differences; but all people have primary wants for food, clothing and shelter. People's wants vary because of personal preferences and age differences. People's wants change as new things are discovered or invented. People's choices for satisfying their wants are limited by their income.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 10.
Resources are limited; so cities, states or nations cannot have everything their citizenry want. Therefore, society has to decide which things are most important to give the greatest amount of satisfaction. Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services. Decisions on the allocation of resources are influenced by cultural and political factors.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 12.
Scarcity is the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 32.
Every economic system faces the economic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. This brings on a need for making economic decisions. Scarcity is the lack of enough productive resources to satisfy the never-ending wants of the people of society.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 40.
Since there are never enough resources to satisfy all human wants, scarcity of resources is man's basic economic problem. Man must make choices about how to allocate these scarce material resources.

CHOICE MAKING: SCARCITY

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 32.
Something is scarce when there is not enough of it for everyone to have all he wants.

Grade 5, Man the Toolmaker, (TE), Follett, Page T65.
When people make a big change in their technology, they usually must make big changes in the rest of their culture. Big changes in technology can change man's whole way of life.

Grade 5, Man the Toolmaker, (TE), Follett, Page T232.
Urban empires, some large and some small, arose all over the world and among many different peoples. In each empire people had their own likes and dislikes in art, buildings, clothing, and other matters of style.

Grade 5, Man the Toolmaker, (TE), Follett, Page T324.
Not everyone has the same wants; not everyone is happy living in a city. The city must meet the spectrum of individual needs and tastes.

Grade 5, The Northeast, Fideler, Page 234.
To carry on trade successfully today, products much be advertised. People will not usually buy a product unless they know something about it. Therefore, business firms often employ advertising agencies to make their products known to the public.

Grade 5, One Nation: The United States, (TE), Ginn, Page 122.
All people face the problem of wanting many more things than they have money to buy. Or as the economists would say, people have unlimited wants and limited, or scarce resources. Since no one has enough money to buy everything he needs or wants, all of us have to make choices.

Grade 5, One Nation: The United States, (TE), Ginn, Page 168.
The amount of money a person has influences the activities he enjoys during his spare time.

Grade 5, One Nation: The United States, (TE), Ginn, Page 258.
Wherever they settled, Indians led and developed different ways of life according to their existing and their developing technology. It was technology that allowed a tribe to make the most out of a certain environment.

Grade 5, One Nation: The United States, (TE), Ginn, Page T31.
Man's basic economic problem is scarcity; that is, the conflict between limited resources and expansible wants. People constantly try to narrow the gap between limited resources and expansible wants.

Grade 5, One Nation: The United States, (TE), Ginn, Page T36.
People's needs and wants are unlimited but the resources with which they can satisfy these needs and wants are limited.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 103.
Our economic system tries to relieve the problem of scarcity by producing more goods.

CHOICE MAKING: SCARCITY

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 49.
There are many ways of satisfying wants; often traditional ways of doing things are called cultural traits. These traits, or ways of doing things can change because people choose to have different styles or because they invent more modern and efficient tools, or because they learn from people of other cultures, or because they simply learn more.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 101.
Differences in living may depend on the supplies of materials that are available to an area.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 127.
The Eskimos were dependent on their supply of wild animals for their food. They had to move to follow the animals as they migrated from season to season.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 162.
People's economic choices depend upon the resources available to them.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 168.
All over the world, people must use the resources of their environment in order to live. People in different parts of the world, however, use the resources of their environment in different ways.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 177.
Soil, water, and climate are all part of the environment. In each zone these resources are right for some crops. They are not good for other crops. The environment limits what a farmer can grow.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 192.
Most rich iron ore comes from other nations. Even in these nations, iron ore will not last forever. It must be used wisely and not wasted.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 196.
The Hopi, the Eskimo, and the people of Tepetongo depended on nearby resources to make everything they used. Their needs for food, clothing and shelter were met by the limited resources of their environment. Limited means that there is only so much, and no more. These people had very few choices as to how they would meet their needs. When rain didn't come, or hunting was poor, people sometimes starved and died.

CHOICE MAKING: SCARCITY

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 198.
Things become valuable resources as man finds a use for them. Waste materials have now become valuable resources. In the oil industry, the waste from the refining process is now used to make plastic and synthetic rubber.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 200.
By the end of 1973, the words "energy crisis" were on just about everyone's lips. The supply of oil--so necessary to the modern world--was running low. The United States was certainly not the only nation to suffer shortages.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 214.
Economic behavior depends upon the utilization of resources. The patterns of buying and selling depend upon the economic choices people make.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 219.
Our modern world offers people an immense variety of economic choices.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
When you decide how to use your resources to get something you need or want, you make a choice.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
People are always making choices. The kinds of choices people make depend on what they care about.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
The choices of all these people are probably shaped by advertising. To advertise a good or a service is to let people know about it so they will buy it.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 248.
People who sell products use advertising to change other people's values. They hope that advertising will make many people value a product, and they buy it.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 254.
Going shopping means choices, choices, and more choices. Choosing a candy bar means looking at many sizes and flavors and picking the bar you want. The wrappers of the bars can tell you part of what you need to know in choosing the bar you will like best.

CHOICE MAKING: SCARCITY

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 17.
Everyone has certain needs and wants, but society's means of satisfying these needs and wants are limited. When needs and wants are unlimited and ways of satisfying them are limited, people must make choices. Some of these choices are not always easy to make. People must make wise choices among the kinds of goods and services available to them.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 63.
The Indians were resourceful and made clothes from whatever materials were available.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 110.
Soil and climate affect things man does to meet his needs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 145.
Problems such as food, clothing, shelter, transportation and recreation had to be solved in early America and still have to be solved today.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T20.
People's needs and wants are unlimited, but the means of satisfying these needs and wants are quite limited.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T30.
Man's way of life depends on his means of satisfying his needs. Any change in man's food supply affects his life.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T34.
The idea of a society depends sometimes on geographical factors such as climate, landforms, and proximity to lakes, rivers, or coastal waters.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T44.
Man must find ways of satisfying his needs for goods. Man's ways of satisfying his needs for goods are often ingenious.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T47.
Climate and geography affect the things man does to meet his needs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T52.
People develop different ways to use their land and resources.

Grade 5, This Favored Land, (TE), Macmillan, Page 415.
Water is very scarce in California. It must be used with extreme care to avoid waste.

Grade 5, This Favored Land, (TE), Macmillan, Page T5.
The way people use their natural environment reflects their values and technology--their culture.

CHOICE MAKING: SCARCITY

Grade 5, This Favored Land, (TE), Macmillan, Page T100.
Changes in technology enable people to make use of an increased variety of natural resources. The wants of people are unlimited, whereas resources that people need to fulfill their wants are scarce.

Grade 5, This Is Man, Silver, Burdett, Page 17.
Because man can reason, he can also make decisions for which he is responsible.

Grade 5, This Is Man, Silver, Burdett, Page 31.
All men have the same basic needs, but they try to satisfy these needs in different ways.

Grade 5, The West, Fideler, Page 222.
People have always depended on the earth's resources to help them meet their needs for food, clothing and shelter.

Grade 5, The West, Fideler, Page 223.
Over the centuries, people in various parts of the world learned how to make greater use of the earth's resources.

Grade 5, The West, Fideler, Page 224.
The Europeans who settled in the New World made much greater use of natural resources than the Indians did. They used the same resources in ways that were unknown to the Indians, and they also used many more resources.

Grade 6, Africa, Fideler, Page 38.
With iron tools, the people of Western Africa were able to meet their needs more easily.

Grade 6, Africa, Fideler, Page 68.
In the cities, Africans enjoyed much better living conditions than they had ever known, but they still weren't content. They wanted to have all of the advantages the Europeans enjoyed.

Grade 6, Africa, Fideler, Page 96.
Although all people share the same basic needs, they do not all meet them in the same way.

Grade 6, Cultures in Transition, (TE), Follett, Page T358.
The definition of luxury or necessity depends on what a person thinks he needs. Many people feel that the telephone and television are necessities in today's world, although they may have been luxuries to earlier generations. Needs are changing all over the world.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 4.
People's wants vary because of geographic location and because of cultural differences; but all people have primary wants for food, clothing, and shelter. People's wants vary because of personal preferences and age differences. People's wants change as new things are discovered or invented. People's choices for satisfying their wants are limited by their income.

CHOICE MAKING: SCARCITY

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 10.
Resources are limited, so cities, states or nations cannot have everything their citizenry want. Therefore, society has to decide which things are most important or give the greatest amount of satisfaction.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 12.
Scarcity is the condition of resources, goods and services not being plentiful in relation to the wants of individuals, families, communities or nations.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 36.
Every economic system faces the economic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. This creates the need for making economic decisions. The term scarcity means that man's wants and needs are greater than the goods and services available to satisfy them.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 123.
The prime function of an economic system is to satisfy our wants through the production and distribution of goods and services. Allocation is a problem the world over.

Grade 6, France, Fideler, Page 56.
Although people share the same basic needs, they do not all meet them in the same way.

Grade 6, Germany, Fideler, Page 19.
Land and water features and climate affect the ways in which people meet their needs for food, clothing, shelter and exercise.

Grade 6, In A Race With Time, (TE), Macmillan, Page T30.
Advertising stimulates people's wants.

Grade 6, In A Race With Time, (TE), Macmillan, Page T41.
Groups of people perceive their environment differently according to their cultural values, economic wants, and the level of technology.

Grade 6, In A Race With Time, (TE), Macmillan, Page T80.
Resources and resource use are related to the level of cultural and technological development; industrial societies place heavy demands on the earth's resources.

Grade 6, India, Fideler, Page 50.
Although people share the same basic needs, they do not all meet them in the same way.

Grade 6, Investigating Man's World: Inter-American Studies, Scott, Foresman, Page 22.
Like every nation, Canada faces the problem of unlimited wants versus limited resources.

CHOICE MAKING: SCARCITY

Grade 6, Japan, Fideler, Page 16.
Many of Asia's people are beginning to demand a greater share of the good things that people in Western industrialized nations have. That is, they have rising expectations.

Grade 6, Japan, Fideler, Page 76.
Although all people share the same basic needs, they do not all meet them in the same way.

Grade 6, Japan, Fideler, Page 143.
Through the centuries, fish instead of meat has been an important source of protein in the diet of Japan's people. This is partly because meat has been scarce in Japan, and fish is plentiful.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-10.
When a society's wants and needs are greater than its available resources, a situation of relative scarcity exists.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 26.
Many economists believe there will always be relative scarcity for after primary needs are satisfied, the desire to have more than is needed begins to operate.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 2-2, and 4-10.
Man's use of the land on which he lives depends both on the physical character of the environment itself, and on his cultural views about the environment. Natural resources are defined differently by different human groups, depending on their interests, needs and technologies.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-2.
The choices made by people in adapting to their environment depend on their values, economic wants, their technology, and the physical factors of the area.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-6.
Man adapts, uses, and exploits the earth to fit his own needs.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-7.
How man adapts to his environment depends on his cultural values, economic wants, and needs, and his technological ability as well as the physical factors of the land.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 8-2.
The way the land and its natural resources are used depends significantly on the values and goals of a society and its level of technolgoy.

Grade 6, Man and Society, Silver, Burdett, Page 3.
All people have the same basic needs but they may satisfy them in different ways.

CHOICE MAKING: SCARCITY

Grade 6, Man and Society, Silver, Burdett, Page 88.
Each new settlement in the New World resembled the European area from which the colonists had come. The Europeans failed to change their environment into that of their home country. This failure led to the beginning of the American nation as we know it today.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 131.
The Chinese ideas on harmony and balance are reflected in their understanding of the need for recycling processes and in their uses of food products.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 268.
The planet earth can be thought of as a spaceship with limited resources. However, we have an insatiable appetite for more and more goods and services which cause chain reaction demands upon these resources.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 277.
Value judgments and choices affect the way man resolves or manages ecological problems.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 279.
People may have to limit their desires, or our resources may be used up or polluted.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 204.
In the United States, people choose what kind of life they want to live.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
In the Soviet Union, members of the government decide what is best for the whole society. For the most part, the Russian people accept such decisions. Not only social classes, but norms of behavior, social institutions, and much of the Russian way of life have been shaped by government decisions.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 234.
Economic behavior depends upon the utilization of resources.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 246.
Regardless of how large a family's income is, everyone has problems trying to satisfy their wants and needs. Advertising influences wants; often they are increased. People must decide how to use the resources they have. That is, they must make economic choices.

CHOICE MAKING: SCARCITY

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
Producers can advertise in newspapers, radio, and television to stimulate people's wants.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 269.
Advertising can change people's wants.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 274.
Many products are advertised on television and in magazines. People are offered so many choices that they many times have difficulty deciding what they want to spend their money on. The United States' economic system is so productive it can fill many of our wants and needs. Other countries often cannot offer as many choices.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 20.
All men have certain basic needs including food, shelter, clothing and recreation. In addition to these needs, people have unlimited wants. Economists study how limited resources are used by man to satisfy his needs and wants.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 52.
The way people go about satisfying their basic needs is influenced by their culture.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 244.
The caste system in India often determined how people lived, ate, and dressed. The Chinese built the kind of home they could afford from the materials they had.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 313.
Capitalism permits individuals to make economic choices.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 320.
Communism in the Soviet Union permits few economic choices.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T22.
Economics is the study of how man uses limited resources to satisfy his unlimited wants.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T62.
All societies must meet the economic needs of the people.

Grade 6, Soviet Union, Fideler, Page 120.
Many consumer goods are still expensive and poorly made in Russia, and buyers have little choice.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T49.
The determination as to which things are used as resources depends upon a group's values and its level of technology.

CHOICE MAKING: SCARCITY

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 57.
How people see the land makes a difference in how they use it.

Grade 6, The Ways of Man, (TE) Macmillan, Page 344.
In India, as elsewhere, the poor are showing signs of impatience. Some landless field laborers and urban workers have turned to violence against landlords and mill owners.

Grade 6, The Ways of Man, (TE), Macmillan, Page T18.
The natural environment influences the activities of people.

Grade 6, The Ways of Man, (TE), Macmillan, Pages T32, T113, and T134.
The wants of people are unlimited, whereas resources that people need to fulfill their wants are scarce; hence, societies have to make choices as to which needs are to be met and which will be satisfied. Economic resources can be used in various ways; different nations have developed different economic systems.

Grade 6,The Ways of Man, (TE), Macmillan, Page T113.
Increased productivity makes possible the greater satisfaction of man's wants.

CIRCULAR FLOW OF GOODS AND SERVICES

Grade 4, Adventure: Economics, Ohio, Page 61.
The concepts of circular flow describes the interrelationships of a total economic system. It shows the aggregate behavior of all consumers and producers in the system.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 40.
Goods produced by business must be sold to consumers to provide money for the next round of production. If the businessman correctly forecasts effective consumer demand and the cost of production, a profit is made. If the businessman's forecast is incorrect, the business suffers a loss.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 164.
The interrelation of income and production influences the way in which a decentralized system answers the questions of what, how, and for whom to produce.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 44.
In exchange for productive services such as labor and management, the persons who provide these services receive income payments such as wages and profits. Then they use these income payments for consumer expenditures; that is, they spend their income to buy consumer goods and services.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 92.
The establishment of one industry creates many jobs outside that industry.

CIRCULAR FLOW OF GOODS AND SERVICES

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Grade 5, Life on Paradise Island, Wilson and Warmke, Page 44.
Consumers provide productive services such as labor and management to the producers who produce consumer goods and services. In exchange for productive services, the persons who provide these services receive income payments such as wages and profits. Then they use these income payments for consumer expenditures; that is, they spend their income to buy consumer goods and services.

Grade 5, One Nation: The United States, (TE), Ginn, Page 127.
Consumers and the owners of factories, stores, and service companies need each other. Together consumers and businessmen make the free enterprise economic system. Factory owners need workers to make the goods they sell. In return for work, the owner pays the workers wages. The workers use this money to buy the goods they need. The workers will buy some of the goods the factory produces. Thus, the factory needs the workers, and the workers need the factory.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 180.
A strike in one company can affect other companies. If other companies depend on goods produced by the struck company, they cannot produce. For example, if steel manufacturers strike, the automobile industry cannot obtain enough steel to manufacture automobiles.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 187.
Unemployment and the resultant reduction in consumer spending contribute to economic instability. This is because all economic activities are related to each other, and as one sector cuts back, other areas are forced to cut back.

Grade 6, Adventure: Economics, Ohio, Page 61.
The concept of circular flow describes the interrelationship of a total economic system. It shows the aggregate of all consumers and producers in the system.

Grade 6, Cultures in Transition, (TE), Follett, Page T170.
Medieval people wanted to produce more because they had a market for what they produced. If they could earn a profit from their production, then they could buy extras for themselves. With their new ability to spend they encouraged others to produce more also. A kind of cycle developed.

CIRCULAR FLOW OF GOODS AND SERVICES

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 40.
Goods produced by business must be sold to consumers to provide money for the next round of production. If the businessman correctly forecasts effective consumer demand and the costs of production, a profit is made. If the businessman's forecast is incorrect, the business suffers a loss.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 272.
The earth is a total system made up of interrelated subsystems.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 248.
Businessmen need money to buy resources and to pay workers. They obtain this money by selling goods to people. The price that businessmen charge for goods, must be high enough to pay for the labor and natural resources needed to produce the goods. When people buy shoes, for instance, they are giving a shoe company money to buy leather, and to pay people for their work. Money has, in this way, gone in a circle from people who buy shoes, to businessmen, and back again to people who work for the businessman.

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Grade 4, Adventure: Economics, Ohio, Page 19.
Economists have defined three basic economies to describe the allocation of scarce resources. In a market economy, businesses bid for scarce resources in order to produce for a profit the goods and services wanted and bid for by consumers. In a command economy, a centralized agency decided the answers to the basic questions. Finally, the traditional economy arrives at answers to the economic problems through the actions of their forefathers. These societies are characterized by an absence of change.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 17.
Economic systems have always varied widely because of difference in cultures, governments, and technology. Economic systems have tended to fit one of the following categories: traditional, centrally-directed or free enterprise.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 18.
Centrally directed economy or command economy is a system by which the decisions of what goods and services are to be produced, by whom, how and for whom are made by an individual or a small group. Typically, the resources are owned by the people as a whole. A free enterprise economy is an organization of production, distribution, and consumption of goods, services and resources by businesses which are owned by individuals who not only are profit motivated but also are free to use their resources as they choose.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 28.
Every economic system faces the basic fact of scarcity because there are not enough productive resources to satisfy the wants of the people. One of the most jealously guarded characteristics of the American economy is the fact that it relies on individual economic decisions. This is characteristic of a private enterprise system.

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Grade 4, Economic Education for Arkansas Elementary Schools, Page 110. The market economy of the United States, which we describe as the private enterprise market approach, is called by several different names--free enterprise, the market economy and American capitalism--all of which add up to the same thing: decentralized decision making.

Grade 4, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 21. Our American method of making basic economic decisions with respect to the use of productive resources through the system of markets and prices provides us with the maximum amount of economic freedom. Of course, economic freedom--like political freedom--is not absolute. It is limited by certain economic and legal circumstances.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 169. A traditional society is one that has 75 per cent or more of its labor force in agriculture, yet barely manages to meet minimum needs of the population. In addition, traditional agriculture is bound up with customs and traditions.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 170. Choices are very limited for those who live in a country in which the government controls all factories, farms, banks, labor union, schools, and stores.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-7.
The economy in some other countries is almost completely controlled by government from production of raw materials through manufacture, distribution and sales of the finished products.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T117.
Every society develops a set of arrangements--an economic system-- through which it allocates scarce resources. In a free enterprise society, the decision-making process functions through markets.

Grade 5, Adventure: Economics, Ohio, Page 19.
Economists have defined three basic economies to describe the allocation of scarce resources. In a market economy such as we have in the United States, businesses bid for scarce resources in order to produce, for a profit, the goods and services wanted and bid for by consumers. In a command economy, like that in Russia, a centralized agency decided the answers to the basic questions. Finally, the traditional societies most commonly found in primitive tribal societies arrives at answers to the economic problems through the actions of their forefathers. These societies are characterized by an absence of change.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T28.
The colonists used effective methods against Britain's economic system.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 55.
Queen Elizabeth, eager to obtain more gold and silver for England, organized other expeditions to the New World. Under the mercantile system, wealth and power are the goals of the nation.

COMPARATIVE SYSTEMS

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 1-9. The nature of the organization of economic profit within an area results from the kind of resources, the state of technology and the socio-political attitudes prevailing.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 51. Britain operated under a mercantile system during the days of colonial expansion. The Parliament thought that the colonists should help merchants and shipowners in Britain make money. In order to accomplish this, the colonists were required to sell their products to England even if another country offered a better price. Other European countries used their New World colonies in much the same manner as the British.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 4-3 and 5-1.
Basic in economic organization is the task of devising means of securing effective cooperation among specialized producers in the system.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-2. Men invented economic systems and industries to meet their needs.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 17.
Economic systems have always varied widely because of differences in cultures, governments and technology. Economic systems have tended to fit one of the following categories: traditional, centrally-directed or free enterprise.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 18.
A centrally directed economy is a system by which the decisions of what goods and services are to be produced, by whom, how and for whom are made by an individual or a small group. Typically the resources are owned by the people as a whole. A free enterprise economy is the organization of production, distribution and consumption of goods, services and resources by businesses which are owned by individuals who not only are profit motivated but also are free to use their resources as they choose.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 1.
The economic system of a country refers to the way people organize their economic activities. That is, how they decide what resources to use and what goods and services to produce, and who will get them.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 23.
The freedoms desired by the colonists were directly related to the kind of economic system they wished to establish. England operated under a merchantile system while the colonies were being established.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 34.
During World War II, the United States had to have military goods to win the war. The federal government and not consumer demand decided how the productive resources should be used. After the war, the government no longer controlled what was produced. Businesses could again produce what they thought the consumers wanted.

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Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 41.
The people of each nation must decide how to allocate the nation's resources to satisfy the people's needs and wants. How the four economic questions are answered is influenced by social and political traditions. Economists have classified economic systems into three major types. It is important to remember that today the differences between economic systems are a matter of degrees of emphasis.

Grade 5, Man the Toolmaker, (TE), Follett, Page T50.
Examples of economic institutions are patterns of toolmaking, cooperation, and division of labor adopted by the economic community.

Grade 5, Man the Toolmaker, (TE), Follett, Page T154.
The village of Cubeo in South America has a very communal, cooperative yet primitive economic system.

Grade 5, Man the Toolmaker, (TE), Follett, Page T295.
The Commonwealth of Nations is a group of countries that have a common history of British rule. The dominions and republics of the Commonwealth are independent nations with complete self-government. They work together to further their economic progress.

Grade 5, Man the Toolmaker, (TE), Follett, Page T380.
In a socialist country, the government controls all important business and industry. Men and women who operate offices, mines, railroads, and factories work for the government instead of for private owners.

Grade 5, Man the Toolmaker, (TE), Follett, Page T381.
In Peru, there is socialism directed by military leaders. In Brazil, there is private enterprise directed by military leaders. And in Mexico, there is an elected President with much private enterprise but with the largest industries, such as railroads and oil production, controlled by the government.

Grade 5, One Nation: The United States, (TE), Ginn, Page T31.
The American economic system, free enterprise, is based on the values and objectives of our society.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 70.
As a protest against the "Devine right of Kings", a philosophy emerged in the seventeenth century that promoted the idea of man's natural rights to property and liberty and his ability to govern himself. This laid the ground work for both our economic and political system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 72.
The basis of our political and economic system rests on the idea that the purpose of government is to protect the rights of the people.

COMPARATIVE SYSTEMS

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Pages 74, 76, and 78.
The merchantile system reflected England's view that the thirteen American colonies existed to increase the wealth and power of the mother country.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 81.
Merchantilism was the idea that a colony should produce raw materials and buy finished products, not produce finished products on its own. The colonies in America wanted to gain income by building industry and developing trade.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Pages 98 and 107.
In order to build an economic system, it was necessary to develop industry and commerce through a strong national government.

The Constitution and the international conditions of the time established a climate that favored the economic development of the United States and shaped an economic system that was based on economic freedom and the regional division of labor.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 100.
An economic system is made up of institutions that develop resources and distribute products.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 106.
The Constitution is an important pillar supporting our economic system. The Constitution regulates and protects our economic system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 181.
Communism, socialism, and anarchism all have a different effect on the economic system in the country where these systems are used.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 234.
The entrepreneurial system followed by the United States has resulted in considerable economic growth through manufacturing and mass production but also has caused serious problems.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 330.
The American economic system is called a free enterprise system.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T130.
As a nation develops its economy, it must overcome many obstacles, to its industrial growth.

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Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T131.
Throughout the history of a country, its economic system will undergo many changes.

Grade 5, This Favored Land, (TE), Macmillan, Pages T40 and T92.
The use of resources depends on the nature of an economic system, the values of people, and their level of technology.

Grade 5, This Favored Land, (TE), Macmillan, Page T138.
Economies that are based on a single crop or product are less suitable than those that are diversified.

Grade 6, Adventure: Economics, Ohio, Page 19.
Economists have defined three basic economies to describe the allocation of scarce resources. In a market economy, such as we have in the United States businesses bid for scare resources in order to produce, for a profit, the goods and services wanted and bid for by consumers. In a command economy, like that in Russia, a centralized agency decides the answers to the basic questions. Finally, the traditional economy, most commonly found in primitive tribal societies, arrives at answers to the economic problems through the actions of their forefathers. These societies are characterized by an absence of change.

Grade 6, Africa, Fideler, Page 63.
The European nations wanted to establish colonies in Africa because these nations wanted to obtain raw materials from Africa. They also wanted to sell manufactured goods to the African people. They believed they could do this more easily if they owned or controlled the African territories.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 25.
In the advanced nations of Western Europe, serfdom disappeared to be replaced by an economy of wages, rents, investments, and money. Societies based on status were replaced by societies based on contract--that is, the free acceptance of economic cooperation and competition within a framework of law.

The rise of towns and of a wealthy middle class of merchants, bankers, and entrepreneurs set in motion the machinery of modern capitalism, with its concern for profits and for efficiency of production and distribution.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 108.
Capitalism generally implies wide-range operations, efficiency in the conduct of business, competitions, and private or corporate ownership of means of production and exchange. There must first be a surplus so that men can begin to put goods or money aside as savings; the accumulated savings provide available capital; the capital can then be used to provide profits for the investor. Thus in the capitalistic system the profit motive is harnessed to promote efficiency and improved production.

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Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 115. The merchantile system was an economic system developed during the decay of feudalism to unify and increase the power and wealth of a nation. This was done by strict government regulation of the entire national economy.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 37. The absurdity of measuring wealth by amount of gold and silver can be shown by imagining a nation that had all the gold and silver in the world, but no food, clothes, or buildings.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 38. Merchantilism was based on the idea that a nation should accumulate all the gold and silver it could get. Therefore, the government controlled exports and imports, and had rigid internal regulations for manufacture, prices, wages. Under a merchantilist policy, colonies were regarded as outlets for manufactured goods and sources of raw materials and precious metals. Overseas colonies were important in the merchantilistic scheme because they were sources of raw materials and good markets for European products.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 56. Under the merchantile theory, colonies were sources of materials and markets, not economic rivals of Britain. Colonies were expected to purchase all needed manufactured products from the mother country. The British compensated for these trade restrictions by protecting colonial industries from foreign competition, and paid for the colonies' military defense. Both colonists and the British were satisfied with this arrangement for a long time.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 61. Merchantilism was an economic system that developed in the period of early nation-states. It was a system designed to bring surplus wealth to the mother country. Merchantilism was characterized by government regulation of economic policy including policies designed to secure a favorable balance of trade, development of colonial agriculture and manufactures, and the establishment of foreign trade monopolies.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 116. Merchantilism was an economic nationalism which held that a favorable balance of trade be achieved that the nation's interests be served. The government, therefore, should intervene massively to enhance the country's economy.

Grade 6, Cultures in Transition, (TE), Follett, Page T170. The rise of nation-states also helped capitalism develop. A strong king could unite a nation and build roads and canals for trade. He could give a nation standard measures, uniform money, and common laws. Kings usually wanted their businessmen to be successful because businessmen had something kings often needed--cash. Capitalism introduced money and profit into the economic system and made feudalism obsolete.

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Grade 6, Cultures in Transition, (TE), Follett, Page T176.
Under merchantilism the amount of gold a country possessed indicated its wealth. When gold equaled wealth, the European nations scrambled for colonial lands where gold might be found. They also wanted colonies and trading posts where they could sell their products and thus bring money back to the home country.

Grade 6, Cultures in Transition, (TE), Follett, Page T177.
The United States economy is not a pure market economy. Although competition is an important factor in American business, so is government control. In fact, the United States government uses controls to promote competition. It also controls imports from other countries. Various kinds of taxes help control industry.

Grade 6, Cultures in Transition, (TE), Follett, Pages T182 and T220.
Karl Marx described a new society called communism. Under communism, private property would disappear. Factories, machinery, land--everything would belong to society as a whole. Once this happened, profits would benefit everyone rather than a few capitalists. There would be no rich or poor, no classes.

Grade 6, Cultures in Transition, (TE), Follett, Pages T195 and T197.
Marx advocated ownership of land and industry by the workers themselves.

Grade 6, Cultures in Transition, (TE), Follett, Page T429.
Merchantilism based the nations' worth of gold and viewed industry as a means of bringing gold into the country. Merchantilist leaders often eliminated the competition for certain industries in their country in order to create more profits.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 16.
Every economic system must determine what goods and services will be produced. Every economic system must determine how goods and services will be produced. Every economic system must determine for whom goods and services will be produced.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 17.
Economic systems have always varied widely because of differences in cultures, governments and technology. Economic systems have tended to fit on of the following categories: traditional, centrally-directed, or free enterprise.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 18.
A centrally directed economy is a system by which the decisions of what goods and services are to be produced, by whom, how and for whom are made by an individual or small group. Typically, the resources are owned by the people as a whole. A free enterprise economy is the organization of production, distribution, and consumption of goods, services and resources by businesses which are owned by individuals who not only are profit motivated but are also free to use their resources as they choose.

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Grade 6, Economic Education for Arkansas Elementary Schools, Page 125. Some countries depend on a centralized or a command system in which the government makes the decisions and owns the productive resources. The emphasis is on the government or party. Competition plays a vital role in a free market. Most economic systems today are mixed. That is, both private enterprise and government produce goods and services for the people. Its type depends on the "mix" or which sector is the larger proportion.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 245. The merchantilist theory states that a nation's wealth is measured by the amount of gold in its treasury and that the purpose of the colonies was to enrich the mother country.

Grade 6, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 1. All societies face the economic problem of deciding how to allocate scarce resources. In a private enterprise economic system, consumer demand determines for the most part what will be produced, and who will get the goods and services produced. The freedom of the individual is most important and people are free to own property, to engage in business for profit,to choose their work and to decide how to spend their income. A command economic system is one in which government officials make most of the decisions concerning what will be produced and who will get the goods and services that are produced.

Grade 6, Economics Education, New York, Page 4. Economies that are categorized command have one overriding element in common--government involvement in economic activity; e.g. central planning, taxes, deciding on job training, etc.

Grade 6, Eleven Nations, (TE), Ginn, Page 77. Karl Marx felt that whenever businesses are controlled by a few owners, they think of their own interests and forget the good of others. Thus the owners become richer while the workers become poorer. He thought this would stop if no one was allowed to own private property. After the revolution all means of production and communication could be owned in common by the public and directed by the government.

Grade 6, Eleven Nations, (TE), Ginn, Page 402. The Chinese Government encouraged Chinese peasants to form cooperatives. The cooperatives were small groups of farms made up of a few families who bought and sold their things together.

Grade 6, Germany, Fideler, Page 26. The warfare and disorder in western Europe after the fall of Rome helped to bring about a way of life called the feudal system. Under the feudal system powerful nobles ruled parts of their king's land as their own. In return, the nobles offered military service to the kings. The nobles' lands were worked by peasants, who received protection and the right to raise food for themselves in return for the work they did.

Grade 6, Germany, Fideler, Page 129. A department of the East German government, called the State Planning Commission, is in charge of industry. It plans the progress that industry in East Germany is to make and decides what each factory is to produce.

COMPARATIVE SYSTEMS

Grade 6, In A Race With Time, (TE), Macmillan, Page 230.
In Chile, the government changed the system of landholding. Some of the owners of large ranches were forced to sell their land to the government if they were not making good use of it. Communal farms were started with the land the government received. The government provided land, machinery, livestock, and the advice of agricultural experts. The campesinos cultivated the land, tended the livestock, and harvested the crops. The profits were divided between the government (25%) and the 100 families living on the communal farm (75%).

Grade 6, In A Race With Time, (TE), Macmillan, Page 233.
In 1970, the Chilean people voted in a Marxist government. The new government speeded up the land redistribution. It put the entire banking system under government ownership. The Republic assumed full ownership of the major copper mines.

Grade 6, In A Race With Time, (TE), Macmillan, Page 428.
Many Latin Americans believe that what works well in the United States works poorly in their own country. Private ownership of natural resources is all right in a rich nation. But, they say, in less advanced countries the government alone can manage large-scale development. Natural resources must be developed to benefit all people rather than a privileged few. For this to happen, many Latin Americans feel that the government must retain ownership of its minerals, forests, and other resources from passing into the hands of foreign businesses.

Grade 6, In A Race With Time, (TE), Macmillan, Page 33.
Economic systems change to meet new or shifting demands for goods, products, and services.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 160.
Many Americans were strongly opposed to the New Deal. They believed that by playing such an important part in the economy, the federal government was weakening the free enterprise system and moving the nation toward socialism.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 22.
Imperialism means the extension of control by one people over another. This control usually has political, economic, and cultural implications. Manchu imperialism was conquest and rule, together with some colonization.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 69.
Marx and Engels agreed with the Utopian Socialists that society should jointly own the means of production and share in its profits. Under feudal conditions, individuals generally owned their own tools, bought or provided their own raw materials, and produced for their immediate consumption. This was simple production with little if any excess or "profit".

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Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 77. Theortically, under both socialism and communism, most capital (accumulated savings -- money, goods, property used to produce more goods) is owned by the people collectively. It is, however, administered on their behalf by the government and its agencies. Depending on whether the socialism is democratic or Marxian, the people will have some or no say in the choice of what goods are to be produced, in what quantity, and for what purpose. In the United States, most capital is owned by the people as individuals or as corporations.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 78. Americans have traditionally thought that the benefits of competition out weigh its evils. They believe that competition has stimulated most producers to make goods better, faster, and cheaper than if there has been no alternatives on the market. Only the slightest competition is evident under communism. Since under communism the government owns the means of production, there are no alternatives to the produce the consumer buys.

Grade 6, In the Eastern Hemisphere, Heath, Page 56. Capitalism is the system through which men gain money by the use of capital. Capitalism was developed by merchants.

Grade 6, Investigating Man's World: Inter-American Studies, Scott, Foresman, Page 65. Canada has a way of choosing how its resources will be used. It has an economic system much like that of the United States. Both the United States and Canada have market systems.

Grade 6, Japan, Fideler, Page 53. Like other powerful nations, Japan thought it needed an empire in order to have a place to sell it manufactured goods and to obtain raw materials and food.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-10. Every society has some system for the production, distribution and consumption or use of goods and services.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 2-9. Feudalism is a system of land-holding by which ultimate ownership is accepted as being the right of a king who in turn allows parts of his realm to be held and ruled by tenants who pay him a fee for their tenancy, usually in the form of social tribute, military tribute, and financial tribute.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 74. The Chou rulers of China set up a system of government that we call feudalism 2000 years before the system was used in Western Europe. The Chou had conquered a very large kingdom which they now had to control. This kingdom was too big to be ruled as one single state so the kindgom was divided up into small "states" with a lord, or vassal, in charge of each state.

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Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 75.
Under Chinese feudalism, the king gave each of the lords a large area of land. The lord had complete rights over the land and the people living on it. In return, the lord had to give the king military aid when the kind needed it; he had to report to the king's court from time to time; he had to make certain gifts or tributes to the king; and most important, he was expected to give the king his complete allegiance.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 3-5.
Today we tend to define feudalism as a system of landholding based on a system of contracts between weaker and stronger individuals to insure the cultivation and repopulation of the land. Both the landowner and the peasant were generally bound to the land; the landowner by need, the peasant by tradition, and his oath of loyalty.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 107.
Feudalism was a complete system of the organization of society. It affected the politics, the economics, the social system of much of Europe. The kings gave lords the right to use land in return for allegiance, military aid, and money.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-7.
The economy of a country is related to the available resources, capital and education of its people.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 381.
Lenin believes as Marx did that all the industries should be taken away from the rich owners--by force and violence if necessary. Everything should belong to the proletariat, or worker.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 50.
The feudal system was based on a bond between men, established by solemn loyalty oaths or promises.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 52.
Great Britain established the British Empire, controlling colonies throughout the world that greatly contributed to the industrial development of the mother country.

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Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 54.
Merchantilism is a closed political system operating between the mother country and her colony or colonies and is designed to control production and trade for the benefit of the mother country.

Laissez-faire is an open political system based on world-wide division of labor, free trade, and competition. According to the school of thought controlling this system, global division of labor leads to the greatest prosperity for the largest number of people.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 60.
Colonies produced raw materials which they sold to England; whatever, gold and silver they obtained for these goods went back to England for the purchase of finished goods. Thus, England, the mother country, benefited from the merchantile system.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 66.
Merchantilism involved government control over all aspects of economic life; laisse-faire describes a policy of "doing as one pleases" or free competition.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 138.
China has changed from a feudal to a communist state.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 142.
The Soviet Union is attempting to unify the Slavic peoples under its political and economic guidance.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 179 and 183.
An economic region can be controlled by a single nation or power. Comecon is an economic region whose resources are allocated through a central authority of member nations and whose economies are modified by the pressure of the Soviet Union.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 181.
In a planned economy the government makes decisions about what is to be produced for the whole economy. In a market economy, interaction of supply and demand determines what is produced. Market and planned economies also differ with regard to who owns businesses and the tools of production.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 195.
In a political system where the source of power rests with the people rather than one leader, the people usually receive greater benefits.

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Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
In 1917, a new government was formed in Russia with Lenin as leader. He and other communists leaders promised Russia a new society--one in which farmers, workers, and all the people would have an equal share of the society's wealth.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
In the Soviet Union, members of the government decide what is best for the whole society. The government is very strong. The goods that are produced, the pay that workers and farmers receive, the movies and books that may be produced--all are decided by the government.

Grade 6 The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 234.
Economic systems are made up of interdependent groups of people who share resources. The amount of goods and services an economic system can produce depends partly on the ways in which people are interdependent.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 256.
A mature economy is able to produce almost anything people want it to produce. In order to become mature, a developing economy must begin to use its resources efficiently.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 262.
India's economy is still a long way from maturity. It is now a developing economy, and its growth toward maturity has been slow. Its leaders hope, however, that the economy will one day be able to produce all the goods that people want and need.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
When consumers and businesses are free to interact, they can help control the production of goods and services. An economy in which production is controlled in this way is called a market economy. In a market economy, decisions are made by thousands of consumers and producers.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 270.
In some societies, the government usually decides what is best for the economy. It decides how to use resources. Consumers and businessmen cannot decide to buy or produce products without government approval. The kind of businesses that are begun, the way they are run, and even the wages that workers receive are made by the government. Economists call this kind of economic system a command economy.

COMPARATIVE SYSTEMS

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 284.
If most decisions on production, advertising, and prices are made by businessmen and consumers in an economy, it is most like the market model. If most decisions on production, advertising, and price are made by local, state, and national governments in an economy, it is most like the command model.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 290.
When the communists overthrew the Russian government in 1917, they promised to build a new society--one in which there would be enough food, goods, and services for all people to have a share. At the time of the revolution, the government took control of banks, industries, and railroads. The government then had control of what was produced. It could and did tell factory managers what to produce. It also told them how much they were expected to produce.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 292.
The communist government in Russia set up state-owned farms. Such farms are completely owned and run by the government. It takes all of the crops which are grown, but pays the farmers wages for their work. With these wages, the farmers can then buy food at government-operated stores.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 300.
To use resources efficiently, people in all societies have economic systems. An economic system is a way for people to depend on one another to satisfy some of their wants and needs. In this way, people within an economic system are interdependent.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 356.
The government of Iran is playing an important role in planning how the economy of Iran will develop.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 114.
Egypt's economic system reflected the country's self-sufficiency and the belief in the divinity of the pharaoh. The Egyptian pharaoh controlled almost all of the economic activity in ancient Egypt.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 196.
Confusion and lack of a central government in Europe led to a new political system called feudalism. In a feudal system power and land are held by the nobles or the wealthy.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 260.
The colonial policies of western European countries felt that their colonies should benefit the home country. This way of dealing with the colonies came to be known as merchantilism. Under merchantilism the home country expected to get raw materials from its colonies. The home country also expected to sell any of its surplus goods to its colonies. Colonies in North and South America were established to help the growth and development of the home countries' economic system.

COMPARATIVE SYSTEMS

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 272.
The colonies that European countries established in America were naturally affected by the governments that established them. The colonies of a country were expected to fit into the merchantile system of the home country and help make the home country rich and powerful. Powerful rulers frequently encourage economic development to increase their power.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 298.
Socialists believe that the government should own the means of production. Socialists expect the government to run these means of production for the benefit of all the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 305.
Private property was done away with under the communist government in Russia. Private industry was taken over by the government. Small farms were joined together to form government-owned farms or collective farms. The product of the farmers was given to the government and then distributed among the people. The collective farms were not as successful as the government had hoped.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 312.
Each society has developed its own economic system. A society will develop an economic system which best suits its needs.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 313.
Under capitalism, manufacturers produce goods for profit. Capitalism permits individuals to make economic choices. One way of organizing an economy is for individuals within a society to cooperate to produce and distribute goods. Manufacturers decide what to produce based on what is demanded by the consumers. This is capitalism. Under capitalism, the manufacturers make goods which they believe that people will want to buy. The goods are sold at prices which the buyer will pay and which will provide profits for the manufacturers. Today, the American economy is the leading capitalistic economy in the world.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 315.
Capitalism is based on the ownership of private property. In a socialistic economy, the government owns the means of production.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 316.
There is no fully socialized economy in the world today. The economy of Great Britain is only partly socialized.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 318.
In most European countries socialism has improved the general welfare. Socialism often becomes less popular as societies prosper. The government has nearly total control of communist economies.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 326.
As China's economic system is communist, the government has almost complete control of the economy.

COMPARATIVE SYSTEMS

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T48. A society's economic system is the way in which a society goes about solving its basic economic questions.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T73. Feudalism was a combination of political, social, and economic obligations and privileges.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T97. Some people hoped that socialism would correct the social evils caused by industrialization.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T101. The economic systems of most societies are a mixture of socialism and capitalism. A society's economic system evolves and changes as the society changes.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T103. Most societies with newly developing economies are adopting largely socialistic economic systems. India and China are trying to solve similar economic problems with opposing economic systems.

Grade 6, Soviet Union, Fideler, Page 6. The communists believe that individuals should not own their own farms, factories, and mines. Instead, the government owns the land and natural resources and controls farming and industry. The communist leaders came to feel that the best way to modernize the country was for the government to plan and direct all work.

Grade 6, Soviet Union, Fideler, Page 36. Marx thought the working people ought to control the economy. Under this communist system individuals would not be allowed to own farms, factories, or mines. Everything would belong to all the workers together and be run by the government.

Grade 6, The Ways of Man, (TE), Macmillan, Page 41. The kings who claimed pieces of land in Western Europe in the year 1000 were not powerful heads of nations. There were no nations. The kings did not have the power to keep the peace among the people of their countries. The only strength a king had was that supplied by feudal lords who would come at his call. In return for military assistance, the king gave a piece of the kingdom to the lords to keep as their own.

Grade 6, The Ways of Man, (TE), Macmillan, Page 59. The kings of the new nation-states had as one of their goals the building of strong, self-sufficient nations. Import raw materials, their plan said. If you have raw materials in your country, hold on to them. Make finished goods in your own country. Sell them at home and abroad. Other countries will owe your country more than you owe them. They will have to pay you in gold. Gold means wealth, so their thinking ran.

COMPARATIVE SYSTEMS

Grade 6, The Ways of Man, (TE), Macmillan, Page 84.
The Soviet Union of the present day is not the kind of communist society Marx dreamed of. There is not complete equality for everyone. Not everyone in the Soviet Union earns the same amount of money. There are differences in the kinds of homes people live in. But the means of producing goods, the factories and the farms, are owned by the government. There are no Soviet capitalists.

Grade 6, The Ways of Man, (TE), Macmillan, Page 136.
In the early days of Israel's modern development much farming was done by members of kibbutzim. A kibbutz is a farming community owned and operated by its members as a group.

Grade 6, The Ways of Man, (TE), Macmillan, Page 409.
Under the Agrarian Reform law of the People's Republic of China all land and other means of production were confiscated, with the exception of those to be nationalized, and given to the poor peasants.

COMPETITION

Grade 4, Adventure: Economics, Ohio, Page 65.
Competition is a means of allocating resources to their most efficient use. Interaction in a market setting determines the prices of goods and services. Ideally, this results in the production of only those goods and services which consumers desire.

Grade 4, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Volume 12, Page 44.
Having a mock trial where monopoly is tried can show how competition makes our free enterprise system work.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 112.
Monopoly means in simple terms, one seller of a certain product. When there are no other sellers, that seller can fix his own price and quantity. Monopoly virtually eliminates competition.

Grade 4, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 13.
Competition in the market promotes the most efficient use of scarce resources. encourages economic progress, provides individuals with opportunities for self-advancement in business and benefits the consumers. Competition between firms encourages producers to invest better products and more efficient ways of producing and selling them.

Grade 4, Four Lands: Four People, Heath, Page 138.
Brazil enjoyed a monopoly of rubber production until seeds were smuggled out of Brazil. Rubber plantations in Malaya ended the boom in Brazil.

Grade 4, Great Americans, Fideler, Page 48.
Big companies were so powerful that earlier presidents had not been able to stop them from acting unfairly toward other companies. Theodore Roosevelt, however, was able to enforce the Sherman Antitrust Act. This law helped prevent large companies from using their power in this way.

COMPETITION

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 126.
In business competition, the winner is not just the company that offers goods at the lowest price--the quality of the goods must be commensurate with its price.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 149.
An airline that makes its customers feel they are getting good service stands to gain in a competitive situation.

Grade 4, Investigating Communities ard Cultures, (TE), 1975, American Book Co., Page 1-3.
Goals are common to all groups and are often established by cooperation or competition.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 15.
Competition is the struggle over a goal between two or more individuals or groups.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-3.
In some economic systems, there is competition among producers and distributors of goods and services. Prices are affected by competition, by supply and demand, and by the relative values of goods and services.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 174.
Competition means that when two or more people are trying to sell the same product, each offers it as cheaply as possible in hopes of making a sale.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 117.
Where there is great competition, or rivalry among businesses, a businessman has to have the right goods and services available at the right time, at the right price and in the right place to stay in business.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 88.
A few large manufacturing companies produce most of the goods for some industries. Because of this domination, there is little price competition.

Grade 4 Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 96.
Many of the important industries in a manufacturing region face competition because of the development of new products.

Grade 5, Adventure: Economics, Ohio, Page 65.
Competition is a means of allocating resources to their most efficient use. Interaction in a market setting determines the prices of goods and services. Ideally, this results in production of only those goods and services which consumers desire.

COMPETITION

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-1.
A market price system works best when buyers and sellers are highly competitive.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 182.
John D. Rockefeller gained control of the oil industry in the late 1800's. As the largest oil company in the country, Standard Oil demanded and got, special low prices from railroads and pipelines. Because he paid less for transportation, Rockefeller was able to charge less on the market, driving smaller oil companies out of business. Then he would buy them and add them to Standard Oil. Thus he put an end to competition in the oil industry.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 186.
To try to encourage free competition, Congress passed the Sherman Anti-Trust Act in 1890. This law was aimed at the giant companies, which were called trusts. The law made it illegal for big companies to prevent free competition. Standard Oil, for instance, could no longer legally force the railroads to charge lower rates than for other customers.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 117.
Competition is the main regulating force under which producers organize to make the best use of scarce resources to produce the goods and services that will sell at a profit because they satisfy consumer wants at a price consumers can pay. Competition lies so much at the heart of a market economy that one of the functions of government is to insure competition.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 117.
Competition is rivalry among businesses for customers.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 45.
A monopoly is exclusive control by a person or group of all the production of one kind of good or service.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 209.
Steel industry faces competition from steel substitutes such as cement, glass, aluminum, and plastic, which are cheaper to produce.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 211.
An oligopoly is a market situation in which only a few companies control most of the production. Between them, these companies can set the price of the product.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 241.
In a competitive economy, producers compete with each other in price and quality of goods and services; no company is so large that it is able to control price.

COMPETITION

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 235.
All the sellers in a competitive market are careful to keep their prices high enough to earn a profit but low enough so customers will not look for lower prices elsewhere. They offer special services to their customers. They all know that other sellers are trying to sell to the same customers.

When stores keep lowering prices to get customers away from other stores, they are in what is called a "price war". Most "price wars" do not last long. Small businesses lose too much money by selling at prices below their costs. The "wars" usually end when the stores decide to sell at about the same prices. Monopoly means the producer is the only seller of a certain good or service.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
A seller with a monopoly can sell a product for a higher price than he might if there were other sellers nearby. If a buyer will not pay what the seller asks, he has no choice but to do without the produce. Such a monopoly can give a seller bigger profits.

Grade 5, This Favored Land, (TE), Macmillan, Page 209.
In 1820, Mexico won its independence from Spain. Under Mexican control things changed for the missions in California. One reason was that their success in business had hurt the business of others.

Grade 5, This Favored Land, (TE), Macmillan, Page 301.
In the 1880's, the years of open-range came to an end. The most trouble had come from the fact that too many people were in the ranching business. As ranches spread from the southern to the northern plains, the number of cattle become greater than could be sold.

Grade 5, This Favored Land, (TE), Macmillan, Pages 312 and T120.
After the Civil War, the size of businesses began to grow. Companies tried to put rivals out of business. They cut their prices until the manufacturers were selling at prices that did not cover what it cost to produce the stoves. Some simply had to go out of business. If this kind of competition continued, many realized that they were faced with ruin. So companies began to work together. Instead of competing with each other, they combined in various ways. People called these combinations "trusts".

Grade 6, Adventure: Economics, Ohio, Page 65.
Competition is a means of allocating resources to their most efficient use. Interaction in a market determines the price of goods and services. Ideally, this results in the production of only those goods and services which consumers desire.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 53.
The Portuguese did not want competition from European neighbors. They wanted the African coastal trade to be theirs exclusively hence they were anxious to keep their neighbors ignorant as to winds, currents, coastal landmarks, etc.

COMPETITION

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 109. Spain's monopoly of colonial trade and activity was envied by the rest of Europe. The colonies existed to produce mineral wealth and raw materials for the benefit of Spain. Also, the colonies were to provide a ready market for manufactured Spanish goods. The colonists were not permitted to develop industries that would compete with those of Spain. They were also forbidden to trade with any nation other than Spain.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 111. Better wages come as productive efficiency improves and employers are less concerned with cutthroat competition.

Grade 6, Cultures in Transition, (TE), Follett, Page T40. Conquering Roman armies brought slaves back to Rome. Large landholders found slavery profitable because they did not have to pay wages and could charge lower prices. Small farmers who had survived competition with estates before, now went bankrupt.

Grade 6, Cultures in Transition, (TE), Follett, Page T177. Competition between the manufacturers in the same business controls costs, wages, and prices. Smith felt that since competition controls business, government should not make laws to control it.

Grade 6, Cultures in Transition, (TE), Follett, Page T256. The written language was quite important to the Chinese scholar-officials. The mandarins probably would not have wanted a simpler form of writing that would have enabled many people to become scholars. That would have provided too much competition for available jobs, and perhaps their own positions would have been threatened.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 125. Competition plays a vital role in a free market. Competition has brought us more and better goods and services at prices the average person can afford. One of the functions of government is to regulate and guarantee competition.

Grade 6, Eleven Nations, (TE), Ginn, Page 41. Although Britain had once been the first and only industrial nation, by 1900 it was only one among many. With fierce competition from abroad Britain was losing its monopoly in shipbuilding and ocean transportation. Markets for the country's goods were shrinking.

Grade 6, Eleven Nations, (TE), Ginn, Page 339. There is more than one company in Japan that makes fin boats. Each company must watch the competition from within the country as well as from outside the country.

Grade 6, Eleven Nations, (TE), Ginn, Page 476. The Dutch were driven out of Brazil by the Portuguese and they moved to the West Indies. There they used their capital and sills to raise their own sugarcane, thus providing competition on the world market for Brazil's sugar.

COMPETITION

Grade 6, Eleven Nations, (TE), Ginn, Page 493.
Specialization in one crop, like coffee, is often a good thing. But it can be dangerous, too. Sometimes competition can hurt. When large profits are made, other people may often decide to produce the same crop. The world market becomes over supplied, prices go down, and profits are less.

Grade 6, In A Race With Time, (TE), Macmillan, Page 170.
The king of Spain would not allow anyone but Spanish merchants to trade with his New World possessions. Since they did not have any competition, the Spanish merchants could charge high prices for the products they sold in the New World. To further reduce competition, the Spanish also discouraged the colonists from producing wine, clothing, and other articles that were made in Spain.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 155.
Since many companies were competing in the petroleum business, more oil was produced at times than could be sold. When overproduction occurred, some producers and refiners cut prices very low in order to sell their oil. Rockefeller and his associates decided that the best solution to their problems would be to do away with competition in the oil business.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 156.
Since the huge trusts did not have to meet the prices of competing firms, they could charge as much as they wished for their goods. Today, business organizations suspected of using unfair practices to eliminate competition are brought to trial.

Grade 6, The Interaction of Culture, (TE) Allyn and Bacon, Page 78.
Americans have traditionally thought that the benefits of competition outweighs its evils. They believe that competition has stimulated most producers to make goods better, faster, and cheaper than if there had been no alternatives on the market. On the other hand, a few producers have taken advantage of unregulated circumstances by trying to corner the market through cutthroat business practices.

Only the slightest competition is evident under communism. Since under communism the government owns the means of production, there are no alternatives to the product the consumer buys.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 133.
The Medieval townspeople were very concerned with protecting their means of making a living. They passed many laws and regulations to eliminate competition. Since the farmers had to come to town to trade, the jobs of the town craftsmen were protected.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 285.
By the 17th Century, Great Britain had obtained a monopoly, or exclusive control of trade with Nigeria.

COMPETITION

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-9.
Competition is generally thought of as a healthy thing. Brazil suddenly found that other countries were also marketing coffee. Brazil became worried about the market.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 329.
Brazilian coffee growers have other problems besides soil exhaustion. Places such as Africa have also become coffee producers in recent years, which means that Brazil must compete with other producers in the World's market.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 214.
Latin America's economic growth is hampered by a lack of savings and of investment in natural and human resources, a low level of technological development, poor marketing facilities, and competition from more efficient foreign businesses.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 234.
Competition among producers for the favor of consumers has led to enormous growth in the American economic system over the past two hundred years.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 280.
A market economy is based on competition. Producers compete with each other to make the best products at the lowest cost possible. If there were no competition--if one company were the only producer of a good--consumers would have fewer choices, and their demand would not affect price as much.

In the late 1800's and early 1900's, large corporations became powerful enough to control one part of the market. In other words, they had a monopoly. Corporations that had monopolies did not have to make improvements in their product in order to compete. Nor could consumers affect production or prices through supply and demand. With monopolies, then, supply and demand could not work. The price of goods depended on corporate decisions.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T93.
Industrialization leads to international contacts and possibly to international competition.

Grade 6, The Ways of Man, (TE), Macmillan, Page 479.
Japan had made a good start in producing and marketing goods. Building on that base, Japan created a modern industrial system. An important characteristic of this system was the development of very large groups of companies, called zaibatsu. These industrial giants competed with one another very actively.

Grade 6, The Ways of Man, (TE), Macmillan, Page 482.
American occupation officials broke up the zaibatsu that controlled industry. But the Japanese tradition of cooperation was too strong to be wiped out. The government leadership sees to it that the economy does not suffer from wasteful competition.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 4, Adventure: Economics, Ohio, Page 15.
Consumers consist of all those who use goods and services. All members of society are considered consumers.

Grade 4, Adventure: Economics, Ohio, Page 62.
All members of a society who consume goods and services are consumers.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 4, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 3.
Consumers' demand for each product depends upon their preferences for it relative to competing products, the level of consumer income and the price of the particular product relative to what alternative purchases might cost. There is a demand for a product when consumers want to buy it and have the money to buy it.

Grade 4, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 5.
If all the demands of individual consumers are added up, the total demand for the product is achieved. It is total demand that is important to the producers.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 9.
A consumer uses goods and services.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 52.
The price of a good or service is dependent upon the supply and demand.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 26.
More people wanted canned food. More factories opened to supply the increasing demand as the canning process became practical and profitable.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 34.
Demand for canned foods of all varieties has continued to increase. New strains and varieties of food have been developed specifically for the canning industry, hence quality of canned foods has improved as well as quantity.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 35.
If steel were no longer used in cans, the steel industry would lose a great part of its market, and profits might decrease.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 94.
Advertising does affect taste, but consumer demand determines the success or failure of any product.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 100.
A consumer is one who "consumes" or uses goods, though in everyday terms we often think of the consumer as a purchaser of goods and services. In one sense, the consumer is always king; if consumers do not need or want a product, or cannot pay for it, the company producing it will go out of business.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 129.
Demand is the amount of a particular product that consumers are willing and able to purchase.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 5-4.
If people want an item and are willing to pay for it, they have a demand for that item.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 163.
Consumption means using products and goods. People who use products are consumers. All people are consumers.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 172.
Demand affects the amount of an item that is produced.

Grade 4, Investigating Communities and Cultures, (TE), 1975, American Book Co., Page 250.
Whenever a person buys and uses a product or service provided by someone else, he becomes a member of the community of consumers.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 94.
Consumers, the people who buy goods and services, must choose which goods and services they will purchase. The choices they make depend upon the amount of money they have. Their choices affect the kind and amount of goods and services that are produced.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 15.
All goods used directly by members of the tribe, such as clothing, food or huts, were called consumer goods on Paradise Island. Persons who used these goods were called consumers.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 131.
Changes in consumer tastes can affect a large part of southern industry and agriculture.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
There is demand for an item when someone wants the item and is willing to pay for it.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 226.
When you buy goods or services, you have a demand for them.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 7.
People who buy goods are called consumers.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 169.
Advertising tells people about new products. By telling people about new products, it increases the number of people who buy.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page 190.
The demand for something means how much of that thing people want to buy.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T60.
The number and variety of occupations available depends partially on the demand for a variety of goods and services.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T117.
Prices are largely determined by the demand for and supply of goods and services.

Grade 4, Web of the World, (TE), 1973, Macmillan, Page T132.
Changes in consumer choices and government choices can lead to shifts in production.

Grade 5, Adventure: Economics, Ohio, Page 15.
Consumers consist of all those who use goods and services. All members of society are considered consumers.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T57.
The genius of people such as Henry Ford made it possible for many to benefit from knowledge of how to meet the nation's product demands.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 59.
The demand for tobacco increased the need for people to work in the fields. Thus, slavery became a profitable source of labor.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 163.
Whitney's invention of the cotton gin cut down the number of slaves needed for cotton production, but since cotton now could be cleaned and spun easily the demand for the crop increased. As a result, plantations needed more slaves to grow and pick the larger cotton crop.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 190.
In 1850, foreign nations were demanding more and more Southern cotton. The textile mills of England, France, and Germany used the South's slave-picked fiber.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 226.
By the time the Civil War began, railroad and factory owners had discovered the value of oil for greasing mechanical parts. It seemed that the demand for the natural resource would never end.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 29.
Around 1613, the colonists found that they could grow a new crop--tobacco. The English had learned to enjoy smoking tobacco brought back from the West Indies. Soon the Virginians were growing as much tobacco as they could and making good money for it.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 57.
When the English started taxing English products, many colonists simply stopped buying British goods altogether. Refusing to buy certain goods or to do business with a particular merchant is called boycotting.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-6 and 4-6.
Increased population increases the demand for goods and services.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 105.
As more and more people flocked to eastern cities, the demand for food increased. Since the amount of land available in the east for producing food was limited, many farming families headed westward into the Northwest Territory.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 118.
Cotton cloth was in great demand both in the United States and all over the world in the late 1700's. As factories began making more cotton cloth than ever before, the South, with its long growing season, became the ideal area for growing cotton.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 211.
In 1890, the garment industry needed workers because ready-made clothing was becoming more and more popular. New York City had thousands of small garment factories.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 5, Economic Education For Arkansas Elementary Schools, Page 33.
The demand for an item designates how much of it people will buy at any given price during any given period of time.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 3.
In our private enterprise system, consumer demand in the market is the main force that allocates the productive resources among competing wants.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 12.
Consumers benefit from technological progress because lower prices provide improved quality of new kinds of goods and services, as well as an increased quantity of these goods and services.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 32.
Businesses must try to anticipate what will be the consumer demand for their goods.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 3.
During the holiday season, people buy more because they are buying gifts and preparing for the holidays. Consumer demand increases during this period of time.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 35.
The demand for water is everywhere increasing, not only because the population is increasing, but also because water is needed for industry, and for air conditioning which is becoming a necessity rather than a luxury in the big cities.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 15.
Persons who use goods personally are called consumers.

Grade 5, Man the Toolmaker, (TE), Follett, Page T288.
In order to earn money, the farmers of India grew crops that they know they could sell to British businessmen in the towns and cities. They grew less and less food crops for themselves. From time to time the demand for their products in Britain would drop, so British businessmen stopped buying them. This left the farmers with no other way to earn money.

Farmers were using few products made by village artisans. Instead they bought British goods. British factory products were cheaper to buy than handmade goods. This meant the artisans now had little work and were very poor.

Grade 5, Man the Toolmaker, (TE), Follett, Page T315.
By the time World War II was over, Americans were ready for a buying spree. Many war factories were converted to peacetime manufacture. The wartime rise in personal income, and the bottled-up demand for consumer goods, set the stage for a post-war spiral in production and consumption.

Grade 5, Man the Toolmaker, (TE), Follett, Page T318.
Wages of workers were higher after World War II, as evidenced by the increase in buying.

Grade 5, Midwest and Great Plains, Fideler, Page 98.
As the Industrial Revolution spread to the Midwest and Great Plains, the demand for iron and steel began to grow. These metals were needed to make railroad tracks, machines, and other goods. To meet the growing demand for iron and steel, new supplies of iron ore were needed. The increasing demand for steel also encouraged the development of cheaper and faster methods of producing this metal.

Grade 5, The Northeast, Fideler, Page 204.
A factory cannot operate without customers to buy its products. In other words, every factory must have a market.

Grade 5, The Northeast, Fideler, Page 234.
To carry on trade successfully today, products must be advertised: demand must be created. People will not usually buy a product unless they know something about it. Therefore, business firms often employ advertising agencies to make their products known to the public.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 5, One Nation: The United States, (TE), Ginn, Page 121.
All Americans are consumers. A consumer is any person who buys and uses the goods and services he needs and wants.

Grade 5, One Nation: The United States, (TE), Ginn, Page 453.
As long as people lived on farms, they grew their own food. But when more and more people began to live in the large cities, they had to buy food in stores.

Grade 5, One Nation: The United States, (TE), Ginn, Page 461.
Americans wanted to enjoy themselves in the twenties. They had more money to spend than they ever had up to that time. People bought automobiles, radios, vacuum cleaners, refrigerators, and many other goods that were pouring out of American factories.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 38.
The great demand for tobacco resulted in the almost complete specialization of the Virginia economy in the production of tobacco.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 104.
Prices go up and down because of change in supply and demand.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 271.
Consumers may need even more protection in the future than today. The power of large companies is growing; goods and services are becoming more numerous and more complicated; protection from misleading advertising will still be necessary.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 185.
If demand for a good is high, the price will be relatively high.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
When a person wants a good and had the money to pay for it, economists say he has demand for it.

Grade 5, The Social Sciences: Concepts and Value, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 223.
Manufacturers try to estimate the demand for their products. If they make more goods than the people want, they will not be able to sell them, or make much in profit.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 225.
A person who wants a product must be willing to spend his money on it, or he has no demand for the product.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 17.
Consumers are the users of goods. Economists study the "fads" or whimsical shifts in the consumer's wants.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 321.
The United States government made foreign trade illegal in 1910, however, many Americans would not stop buying foreign goods. They smuggled goods across the Canadian border.

Grade 5, This Favored Land, (TE), Macmillan, Page 106.
In the early 1800's, many New Englanders gave up their farms because they lost the customers who had once bought their wheat. Many people were moving west to the plains.

Grade 5, This Favored Land, (TE), Macmillan, Page 219.
In the gold rush towns of California, the demand for goods and services was so high that the prices were unbelievably high.

Grade 5, This Favored Land, (TE), Macmillan, Page 229.
There was a rapid increase in the population during the 1800's. This along with other factors was the reason for the take-off of the Industrial Revolution. With more people demanding goods and services, production must increase to match this demand.

Grade 5, This Favored Land, (TE), Macmillan, Page 301.
In the 1880's, the years of open-range ranching came to an end. Range cattle had to be tough animals that could go long distances for food. Tough animals meant tough meat. People in the East who bought the meat began to ask for better quality. If good quality was to be developed, fences were needed so that superior beef bulls, such as Herefords, could be used for breeding purposes.

Grade 5, This Favored Land, (TE), Macmillan, Page 331.
Farmers must watch the tastes of consumers, the people who buy their products. Consumers today want less fat on their bacon, ham, and pork. So the corn livestock farmer feeds his hogs in a way that will not build up fat layers. He "doesn't let the hog make a pig of himself".

Grade 5, This Favored Land, (TE), Macmillan, Page T75.
Growth in population creates an increased demand for goods and services. When a good or goods are scarce, the price for them is high; as the supply of goods matches the demand, prices tend to fall.

Grade 5, This Favored Land, (TE), Macmillan, Pages T112 , T131, and T154.
Growth in population is accompanied by an increased demand for goods and services.

Grade 5, The West, Fideler, Page 85.
The first settlers who came to the Great Plains found that much of the land was covered with grass on which cattle could graze. During the 1860's cattle raising became an important business in this area. People in the large cities in the eastern part of the country wanted more beef to eat.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 6, Adventure: Economics, Ohio, Page 15.
Consumers consist of all those who use goods and services. All members of society are considered consumers.

Grade 6, Adventure: Economics, Ohio, Page 62.
Consumers are all members of a society who consume goods and services.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 93.
In the long run, adoption of the power loom was a boom to the British economy. By cheapening production costs, the power loom decreased the price of cloth. Increased demand for the inexpensive cloth stimulated growth of the cloth industry and created new jobs.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 109.
In a war economy there is a strong demand for industrial workers. Many are likely to change jobs to war-related production. Their wages tend to rise, as do the prices of the goods and services they buy. Farmers and farm workers are in demand in a war economy.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 12.
Consumption is the utilization of goods and services to satisfy human wants.

Grade 6, Eleven Nations, (TE), Ginn, Page 263.
What the British wanted most in Nigeria was palm oil. Soap was in great demand in Europe and palm oil was badly needed to produce the soap.

Grade 6, Eleven Nations, (TE), Ginn, Page 336.
The demand for Japanese ships begins in Japan. Japan is an island nation. It is made up of about a thousand islands in all. It has a long coastline. Its coastal people fish. Because they transport goods and they trade, they need lots of boats.

Grade 6, Eleven Nations, (TE), Ginn, Page 338.
At the end of World War II, almost all Japan's ships had been destroyed. It took fifteen years to replace these ships. Such a demand gave Japaneses shipbuilders a spur to get into production rapidly.

Grade 6, Eleven Nations, (TE), Ginn, Page 361.
Demand for and use of Japanese-made goods have been rising ever since 1945. Local demand for and use of what is being produced help keep the wheels of Japanese industry turning also.

Grade 6, Germany, Fideler, Page 125.
Hitler wanted Germany to produce large quantities of airplanes, tanks, and weapons. To meet this demand, the metal and metal-products industries were greatly expanded.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 6, In A Race With Time, (TE), Macmillan, Page 121.
The Caribbean colonies became important when a demand for sugar developed in Europe. Then hundreds of thousands of slaves were brought from Africa to work on the sugar plantations.

Grade 6, In A Race With Time, (TE), Macmillan, Page 250.
A great demand for Argentine beef developed in Europe, particularly in Great Britain. English farmers were no longer able to supply enough meat for the growing population of the industrial centers. So British meat packers built huge slaughter houses in Argentina.

Grade 6, In A Race With Time, (TE), Macmillan, Page 255.
When the demand for mules declined because mines were shut down, other industries developed in northwestern Argentina.

Grade 6, In A Race With Time, (TE), Macmillan, Page 305.
The great demand for rubber that developed in Europe and the United States in the latter part of the 1800's brought on Brazil's rubber boom.

Grade 6, In A Race With Time, (TE), Macmillan, Page T96.
To meet the increased demands of a growing population, Latin American nations are shifting from an agricultural to an industrial economic base.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 204.
Although the demand for cars is moderate because of their exorbitant prices, India's manufacturers cannot keep up with it. The wait for a car is two to seven years, depending upon whom you know.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 188.
The Middle East's largest oil customer is Western Europe, a highly industrialized region with sparce oil reserves of its own. Japan is a large customer of the Middle East oil companies because it is also a highly industrialized region, and like Europe, has sparce oil reserves.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
In a society with thousands or millions of people, it may seem almost impossible for businessmen to know what consumers want. However, consumers often can tell businessmen what they want simply by deciding to buy, or not to buy a product.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 276.
When consumers buy a product, they are showing a demand for it. In other words, they are showing a producer that they want what he is selling and have the money to pay for it.

CONSUMER: CONSUMPTION: UTILITY: DEMAND

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 292.
The Soviet government charged very high prices for goods. Consumers had to work harder to get enough income to buy the goods they needed. This was designed to increase production.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 258.
The demand for goods led to an increase in trade in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 315.
Businessmen and consumers continue to determine what will be produced and how it will be produced.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 403.
The governments of many countries today are passing laws to protect consumers and to improve the environment.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T88.
An increase in demand for goods may lead to an increase in production and trade.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 67.
Farmers must determine what products the consumers want when deciding what crops to plant.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 181.
The fact that cotton was cheap after the invention of the cotton gin increased demand. Planters could hardly keep up with their orders.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387.
To meet the demands of new markets, production must expand.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Adventure: Economics, Ohio, Page 11.
Specialization is a method of production in which a person (or group of persons) concentrates his (or their) efforts on producing a particular job or product. An entire geographic area may be devoted to the production of a single item.

Grade 4, Adventure: Economics, Ohio, Page 15.
As businesses require more equipment and space, the home is separated from the business. Businesses are often located where they have access to materials they need for the production of goods and services. As businesses grow and employ laborers, the businessmen are dependent upon the persons they hire to work; and the laborers are dependent upon the businessmen for their income.

Grade 4, Adventure: Economics, Ohio, Page 57.
Specialization makes an individual more productive.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Colonial America, Fideler, Page 49.
Women and girls in the New England Colonies spent a great deal of their time spinning thread and weaving cloth.

Grade 4, Communities Around the World, Sadlier, Page 36.
Farmers grow the food that fifty people need. City people depend on farmers. City people make the fertilizers and machines. Both city people and farmers depend on each other.

Grade 4, Communities Around the World, Sadlier, Page 156.
Once, only the women in Black Africa sold things in marketplaces. The men made tools and grew food. The women did the buying and selling.

Grade 4, Economic Education Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Volume 12, Page 44.
When children role-play the parts of the specialists in our economy for a variety of periods of our history, they comprehend how each group feels and how they fit into the whole economy.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 29.
Specialization is a situation in which individuals confine their activities to making a certain part of a good or a nation confining its activities to making particular goods best suited to its resources.

Grade 4, Economic Education Curriculum Guide, Oklahoma, Page 55.
Total output of goods and services is increased if the United States and another country both specialized in producing those products for which their resources are best suited and then trade with each other.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 85.
Division of labor and job specialization increase production efficiency.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 139.
Specialization and trade narrow but do not close the gap between scarce resources and man's wants, so we must have institutions. Economic institutions have been developed to help the economy function smoothly and efficiently.

Grade 4, Economic Education for Arkansas Elementary Schools. Page 186.
Because there are not enough resources to produce all of the goods and services man wants, man has attempted to extend the resources through specialization and technology.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 213.
Because of interdependence and need for trade, transportation is essential to all of us. It brings resources and raw material together and carries finished products to every corner of the world.

Grade 4, Four Lands: Four People, Heath, Page 85.
Swiss farmers cooperate in handling, storing and selling their cheeses.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42. Canned food is cheaper today because the supply is more than ample to meet the demand. In addition, division of labor, automated factories, and production efficiency in general have lowered the cost of producing a can of food, thus the producer can sell it for less and still make a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 71. The more complicated a machine is, the greater the amount of division of labor it represents, because of the large number of specialists required to make that machine.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 86. Division of labor has made it possible to reduce the number of man hours involved in the production of goods.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 88. Ford borrowed four main ideas to develop his system of mass production: standardization of interchangeable parts; production efficiency methods; division of labor techniques; and automatic conveyance.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 99. When the enormous variety of parts is considered, it becomes obvious that a company would need almost unlimited resources to produce all parts used in car manufacture. It is cheaper for companies to buy many parts from other companies that specialize in producing this or that.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 173. Division of labor occurs when each person does a specific job in a complex endeavor. Many people contribute to the final product instead of one person performing all the tasks needed to complete the work. More and better products can be produced faster by using division of labor; this is its great advantage.

Grade 4, Investigating Communities and Cultures (TE), American Book Co., Page 15. Working together for a common goal is cooperation.

Grade 4, Investigating Communities and Cultures, (TE) American Book Co., Page 3-4. Specialization helps lead to the building of cities.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 3-6. As societies become more conscious of types of specialization, social classes may develop out of specialized work or services.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 85. As time passed, the people changed in many ways. Most of the Maya remained farmers, but some men developed special skills and knowledge.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 4-1. Specialization in work can lead to the formation of governments.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 134.
When people do one particular job, it is called specialization.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-4.
In division of labor, people work at specialized jobs, and their interaction results in a final product.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 170.
The work and skills of many people are needed to produce goods.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 180.
Goods are produced quickly and less expensively because there is a division of labor.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-2.
Because people are interdependent, a strike among one group of workers will affect the whole community and possibly other communities as well.

Grade 4, Investigating Man's World: Regional Studies, Scott. Foresman, Page 92.
In the market system, no one produces for himself all of the goods or services he needs. Individuals specialize in their occupations. By doing the same task over and over again, workers can produce more goods than they could if each one did many different kinds of tasks.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 23.
When a person concentrates on one job, he specializes. Specialization increases productivity.

Grade 4 Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 29.
Regions specialize because of their different characteristics. This specialization creates diversity.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 87.
Various types of factories are interdependent. The establishment of one type of factory sometimes creates a need for other factories.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 89.
Regions specialize in the production of certain goods and services.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 95.
A region specializing in one product can adjust to a decrease in the demand for that product by developing specialization in a new product.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 127.
Growing interdependence between regions in the United States has decreased the isolation of the South.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 129.
A subregion that depends on one crop can suffer when prices for that crop fall.

Grade 4, Regions and Social Needs, (TE) Laidlaw, Page 58.
Desert families must depend on themselves to meet their own needs.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 107.
Many factory workers have specialized jobs.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 176.
Even very poor people must depend on other people for meeting some of their needs.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T81.
Other countries depend upon Malaya for rubber, tin, and other metals, and farm and forest products.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T88.
Most farms in Illinois specialize in grain crops or livestock.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 74.
Ifalik is isloated. Its contacts with the world beyond the reef are very limited. The people meet most of their needs with things that are found on the atoll.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 61.
Members of the soccer team have different roles during a match. They specialize and the other members of the teams depend on each person to do his job.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 140.
Many people depend on farmers who are not farmers themselves.

Grade 4 The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 184.
People share resources when they trade goods and services. They also share resources when they divide the work and teach others.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 231.
Having each man make a special part, more goods can be made in less time. The work of one man could be divided among many.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 233.
One way to make human resources go farther is to divide work into different work roles.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Teachers Guide to Economics, Grade 4, Oregon D.E.E.P., Page 3. The Indians were able to do more when they assigned different jobs to their men, women and children.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon D.E.E.P., Page 18. The division of labor was part of the pioneers' everyday life.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon D.E.E.P., Page 29. It was difficult and expensive for the pioneers to ship things from place to place. They could not specialize very much, because it was hard for them to ship their products to distant markets and hard for them to take advantage of goods manufactured by specialists in other parts of the country.

Grade 4, Web of the World, (TE), Macmillan, Page 4. People need to live with other people. People depend on other people.

Grade 4, Web of the World, (TE), Macmillan, Page 5. Many of the things we want are made for us. Many different people work to make them. Each of these people depends on the others. And all of them depend on people to buy these goods.

Grade 4, Web of the World, (TE), Macmillan, Page 11. The Alaskan Eskimo seems very independent--not depending on anyone but himself. But the Eskimo does not hunt alone. His whole way of life depends on the other hunters.

Grade 4, Web of the World, (TE), Macmillan, Page 16. People cannot have all the things they want without getting some of them from other people. They cannot get things from other people without giving something in exchange. When people depend on others, the others depend on them, they are interdependent.

Grade 4, Web of the World, (TE), Macmillan, Page 23. The invention of farming led to a new way of working called specialization. Specialization means that one man does just one kind of job. He gets to be good at it. Another man does another kind of job. He gets to be good at his job. Specialization among jobs is one kind of division of labor.

Grade 4, Web of the World, (TE), Macmillan, Page 24. More goods for everyone was one result of division of labor. Greater interdependence is another result.

Grade 4, Web of the World, (TE), Macmillan, Page 31. Division of labor among places is another type of division of labor.

Grade 4, Web of the World, (TE), Macmillan, Page 89. Places offer possibilities. The choices that people make about the use of those possibilities depends on their culture. The use of job specialization and division of labor is a matter of culture.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Web of the World, (TE), Macmillan, Page 99.
In the United States there are job specialization and division of labor. The making goods and the doing of services are often broken into thousands of different jobs.

Grade 4, Web of the World, (TE), Macmillan, Page 159.
There are problems with division of labor on assembly lines. The jobs are divided into such small tasks that the jobs are boring. This leads to worker dissatisfaction.

Grade 4, Web of the World, (TE), Macmillan, Page 169.
Factories cannot use division of labor and expensive machinery unless they can make and sell large numbers of whatever they make.

Grade 4, Web of the World, (TE), Macmillan, Page 259.
The great transporting, marketing, manufacturing city of Chicago is an example of interdependence. It is the kind of interdependence that allows millions of people to live and work together.

Grade 4, Web of the World, (TE), Macmillan, Page 267.
Steel machinery and other products are shipped from the Ruhr to the rest of the world through Rotterdam. The Germans need the services of this Dutch port. The Dutch need the markets and the business of the Germans. This is another example of interdependence.

Grade 4, Web of the World, (TE), Macmillan, Page 274.
Trading between countries is an example of large-scale interdependence.

Grade 4, Web of the World, (TE), Macmillan, Page T1.
Specialization in production leads to interdependence among individuals.

Grade 4, Web of the World, (TE), Macmillan, Page T10.
Specialization makes possible greater efficiency in producing goods and services, and leads to interdependence.

Grade 4, Web of the World, (TE), Macmillan, Page T45.
Specialization in production leads to interdependence among regions.

Grade 4, Web of the World, (TE), Macmillan, Page T60.
Specialization and division of labor have contributed to an increased variety of occupations.

Grade 4, Web of the World, (TE), Macmillan, Page T102.
The assembly-line worker specializes in doing one small step over and over. He quickly learns how to do it and there is little, if any, room for improvement. The professional specializes by becoming expert in one part of his field. Although he has specialized, his work is still varied and interesting.

Grade 4, Web of the World, (TE), Macmillan, Page T104.
Specialization in production leads to interdependence and exchange.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 4, Web of the World, (TE), Macmillan, Page T138.
Basic requirements of interdependence among people, communities, and nations are met through efficient transportation and communication systems.

Occupational specialization and division of labor make possible greater efficiency in producing goods and services.

Grade 5, Adventure: Economics, Ohio, Page 11.
Specialization is a method of production in which a person concentrates his efforts on producing a particular job or product. An entire geographic area may be devoted to the production of a single item.

Grade 5, Adventure: Economics, Ohio, Page 15.
As business required more equipment and space, the home became separated from the business. As businesses grow and employ laborers, the businessmen are dependent upon the persons they hire to work and the laborers are dependent upon the businessmen for their income.

Grade 5, Adventure: Economics, Ohio, Page 57.
Specialization makes an individual more productive.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T27.
Wars in one area of the world frequently affect lives and property in another area.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T57.
New industries grew and provided new jobs as a result of the automobile.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 162.
Before 1790, Americans had depended on textiles from England for making clothing. In Britain a machine had been invented which could spin raw cotton into thread. As a result, the British were producing large amounts of textiles for sale abroad.

Grade 5, American Neighbors, Fideler, Page 2-34.
About half of the Mexican people use few or no manufactured goods. Many of these people live in small farm villages that are separated from the outside world by mountains and jungles.

Grade 5, American Neighbors, Fideler, Page 3-35.
Because one man could raise enough food for several persons when man learned to farm for his food, not everyone had to be a farmer. Some of the Maya spent their time weaving cloth or making other useful objects.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 19.
The Indians of North America had become experts in living from the land. The women usually took care of the farming.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 2-2, 7-4, 8-1, and 8-6.
Interdependence has been a constant force in human relationships.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 6-2, and 6-6.
All nations of the world are part of a global interdependent system of economic, social, cultural, and political life.

Grade 5, Canada, Fideler, Page 194.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people cf labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 5, Caribbean Lands, Fideler, Page 107.
In the Caribbean Lands, most farmers grow crops mainly for their own use. They earn very little money, but they can survive on a small income because they grow or make many of the things that they need. Occasionally they may take some of their crops to market to sell or to trade for articles that they cannot make themselves.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 29.
Specialization is a situation in which individuals confine their activities to making a certain part of a good or a nation confining its activities to making particular goods best suited to its resources.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 55.
Total output of goods and services is increased, if the United States and another country both specialize in producing those products for which their resources are best suited and then trade with each other.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 189.
Because there are not enough resources to produce all of the goods and services society wants, man has attempted to extend the resources through specialization and technology.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 215.
People become more interdependent as they increase the specialization of all productive resources. Interdependence creates a need for trade.

Grade 5, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 11.
Because of specialization, productive resources are used more efficiently and people are more interdependent.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 221.
People most often work at jobs that they can do best, or specialize in what they do. Specialization takes place among factory workers.

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Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 29.
A surplus of goods enables some people to stop growing their own food and instead, to produce goods or services in exchange for food. Specialization and division of labor are necessary for cities and civilization because they make possible trade, increase production, and a leisured ruling class.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 74.
The Bedouin division of labor tells us that Bedouin women do most of the manual labor while the men have the responsibility of making good decisions.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 111.
Without a surplus of food, there can be no division of labor nor any investment in education and capital, and thus no economic growth.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 124.
The oil industry has stimulated many supporting industries. Examples might be: transportation, communications, water supply, construction, food processing and refrigeration, small industry, steel, commercial shops of all kinds, hospitals, and schools. Towns are growing up around the oil fields and pipeline pumping stations in the Middle East.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 131.
Industry and transportation in the highly industrialized countries of Western Europe are greatly dependent upon a constant flow of oil from the Middle East.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 22.
Confining one's productive ability to one specific job or funtion makes a person a specialist.

Grade 5, Man the Toolmaker, (TE), Follett, Page T170.
Two groups of people, the Bantu Negroes and the Pygmies, live in the dense forest of Ituri in Africa. These two groups help provide for each other's needs. The Bantus do not have to hunt animals in order to have meat. The Pygmies bring it to them. The Pygmies do not make their own tools or weapons. They get these things from the Bantus. If the Bantus think the Pygmies are not doing a good job of providing meat, they may not give the Pygmies any new tools.

Grade 5, Man the Toolmaker, (TE), Follett, Page T174.
Development of a variety of jobs and roles among rural and city workers to meet the needs of an urban community is specialization.

Grade 5, Man the Toolmaker, (TE), Follett, Page T181.
Farming the land between two rivers in Mesopotamia depended upon efficient irrigation. The people realized they had to work together in order to have efficient irrigation. One man alone could not irrigate and farm his own fields.

Grade 5, Man the Toolmaker, (TE), Follett, Pages T183 and T189.
A job specialist is one who only does one job. Specialists must depend on others to help them meet their needs.

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Grade 5, Man the Toolmaker, (TE), Follett, Page T203.
While irrigation systems required a great expenditure of time, work, and material, they provided the valley people with abundant food. The food surplus allowed job specialization, which in turn resulted in a greater number of products and services for meeting needs and wants of the population.

Grade 5, Man the Toolmaker, (TE), Follett, Page T204.
Having workers specialize in certain steps will increase production.

Grade 5, Man the Toolmaker, (TE), Follett, Page T313.
In a society of specialists, having a job is very important. A job enables a worker to earn money to satisfy physical needs; it also provides such intangible benefits as enjoyment of work, prestige, self-respect, and so on.

Grade 5, Man the Toolmaker, (TE), Follett, Page T350.
In nonindustrial countries, most of the crop raised to sell come from large farms run by businessmen. Often these businessmen are from foreign industrial countries. They use modern machines and trained farm specialists to run these farms.

Grade 5, Midwest and Great Plains, Fideler, Page 113.
The new ways of earning a living in which a man specialized in doing one kind of work helped the people of the Midwest and Great Plains produce large amounts of goods. Because workers were highly productive, they could earn good incomes. At the same time, these new ways of earning a living made them very dependent upon people throughout the world.

Grade 5, Midwest and Great Plains, Fideler, Page 238.
By using division of labor, people are able to produce more goods than they could if each person tried to meet all of his needs by himself.

Grade 5, The Northeast, Fideler, Page 90.
The people in industrial nations are more interdependent than those who live in countries that have little industry. They depend on people in many parts of the world for raw materials. They also depend on other people to buy their products and services.

Grade 5, The Northeast, Fideler, Page 112.
Before the Industrial Revolution, most people earned their living by farming. Although the work of the community might be divided into several different jobs, people usually made for themselves, many of the things they needed.

Grade 5, The Northeast, Fideler, Page 224.
Although people who specialized in other types of farming sometimes raise a few chickens as a sideline, most poultry farming in the Northeast today is a full-time business. Some farmers care for many thousands of birds.

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Grade 5, The Northeast, Fideler, Page 231.
Today, hardly anyone in our country tries to make everything that he needs. Instead, each person usually does only one kind of work. With the money he earns from his job, he can buy goods that other people produce. In this way, he can obtain a larger quantity and a greater variety of goods than he could if he had to produce everything that he needed. Also, he can specialize in doing a kind of work that he enjoys and that suits his abilities.

Grade 5, The Northeast, Fideler, Page 244.
No person can meet all of his needs by himself. He must have the help of other people. Of course, a person cannot expect other people to help him if he is unwilling to help them. Only by cooperating with each other can people meet all of their basic needs.

Grade 5, The Northeast, Fideler, Page 254.
Dividing up work among people who do different jobs is known as division of labor. By using this great idea, people can obtain more goods than they could if each person tried to meet his needs by himself.

Grade 5, The Northeast, Fideler, Page 255.
Division of labor makes it possible for each person to work at the job he can do best. Thus, by dividing up the work, people working together can produce a larger quantity of goods than they could if each person had to produce everything for himself. Division of labor helps people produce many useful things that one man working alone could not make.

Grade 5, One Nation: The United States, (TE), Ginn, Page 36.
In most large cities, there are restaurants to suit every taste and wallet. Some restaurants specialize in the foods of a foreign country.

Grade 5, One Nation: The United States,(TE), Ginn, Page 98.
Social scientists have discovered that people work better and that they produce more if they specialize in just one or two tasks.

Grade 5, One Nation: The United States, (TE), Ginn, Page 100.
Few families in the United States today make all the goods they need to stay alive. Instead some members of each family work at specialized jobs, producing goods or services.

Grade 5, One Nation: The United States, (TE), Ginn, Page 110.
People become known for the specialized work they do. Regions within the United States also have become well known for the kinds of specialized work their people do.

Grade 5, One Nation: The United States, (TE), Ginn, Page 112.
Most Americans specialize in producing only one or two goods or services, they have to depend on a great many specialized workers for the other goods and services they need and want. This is called interdependence. Few American families raise all their own food. All those who do not provide their own food depend upon our farmers. And farmers are dependent upon other American workers for the goods and services those workers provide. In other words, farmers and all other Americans are interdependent.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 5, One Nation: The United States, (TE), Ginn, Page 112.
Specialization demands a market where buyers and sellers can meet to exchange goods and services, and a market requires a medium of exchange--money.

Grade 5, One Nation: The United States, (TE), Ginn, Page 283.
The Indians of the Eastern Woodlands divided their work into specific chores and duties to be performed by men and women, boys and girls.

Grade 5, One Nation: The United States, (TE), Ginn, Page 300.
Almost everyone in the New England colonies was a farmer. A colonial farmer had to produce almost everything for his family on a few acres of land.

Grade 5, One Nation: The United States, (TE), Ginn, Page T31.
Specialization leads to interdependence which demands a market where buyers and sellers can meet to exchange goods and services. The interdependence of groups in our complex contemporary society serves as one bond which holds the society together.

Grade 5, One Nation: The United States, (TE), Ginn, Page T39.
Historically, the various regions of the United States attempted to specialize in the products they could develop best. To make this kind of specialization profitable, it was necessary to get the products to the consumer with cheap and fast means of transportation.

Grade 5, One Nation: The United States, (TE), Ginn, Page T67.
The uneven distribution of natural resources is one factor which leads to the interdependence of people on the earth. The change from a cluster of isolated self-sufficient communities to an interdependent world society increases trade and diffuses cultural ideas and practices.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Pages 36 and 43.
Specialization in tobacco production generated the development of the plantation system and black slavery.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 38.
The great demand for tobacco resulted in the almost complete specialization of the Virginia economy in the production of tobacco. This specialization, the nature of the tobacco production, and the scarcity of labor resulted in the development of the plantation system and black slavery.

Grade 5, Our Working World: The American Way of Live, (T), 2nd ed., S.R.A., Senesh, Page 107.
The Constitution and the international conditions of the time established a climate that favored the economic development of the United States and shaped an economic system that was based on economic freedom and the regional division of labor.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 110.
Regional specialization occurs when each part of the country produces what it can produce best. In the Northeast, there still were many farmers, but many people also lived in the cities and worked in trade or industry in the early 1800's.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 145.
Specialized labor leads to greater production because one worker does not have to produce the entire product. He does only a specific part of the work. Usually, specialized laborers develop great skill at their specialized tasks.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 95.
People depend upon one another for goods and services.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 147.
Cooperation is necessary in a family.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 160.
The colonists made most of their colters in their own homes.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 181.
Colonial families at first produced most of their own goods and services. Some of the colonists began specializing in the production of just a few kinds of goods which they sold for a profit.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 182.
Colonial farmers discovered that they could make more money by specializing in one or two kinds of plants or animals to sell because they could then spend time improving the quality of what they raised.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 190.
The early colonists met most of their own needs for goods and services.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 266.
In the nineteenth century, most Americans lived in rural areas and were independent. Today, as city dwellers, most Americans are interdependent.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 273.
In the late 1700's whole communities were isolated, or separated from their neighbors around them. People had to be independent.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T80.
Colonists are generally people who are independent and self-sufficient.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T109.
In the early years of our country, people living in rural areas tended to be independent. As more goods and services were provided, people became more interdependent.

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Grade 5, The South. Fideler, Page 105.
The people who live in the cities of the South work at many different kinds of jobs. When the work of a city is divided among people who do different jobs, each person can work at a job that he enjoys and that he does best.

Grade 5, The South, Fideler, Page 158.
Pioneers who settled in the Appalachian Highlands of the South made nearly everything they needed by hand.

Grade 5 The South, Fideler, Page 236.
Dividing up the work of a community among people who do different jobs is known as division of labor. By using this great idea of man, people are able to obtain more goods than they could if each person tries to meet all of his needs by himself.

Grade 5, The South, Fideler, Page 237.
Division of labor helps each person find the job he can do best. Thus, by dividing up the work, people working together can produce a larger amount of goods than they could if each person had to produce everything for himself.

Grade 5, South America, Fideler, Page 133.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 5, Teachers Guide To Economics: Grade 5, Oregon D.E.E.P., Page 7.
As time went on, the colonists took advantage of their special resources and began to specialize in the production of goods and services which they could sell to customers in other colonies or in England.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon D.E.E.P., Page 15.
In the pre-Civil War period, our economy was becoming more specialized and more efficient. People and regions could make or grow goods or services that they sold to people in other places. New methods of transportation helped by making it easier and cheaper to ship things from place to place. Our new constitution helped by removing the old restrictions of trade and by preventing states from enacting new ones.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon D.E.E.P., Page 21.
Before long, the South began to specialize in cotton and to a lesser extent in tobacco, rice and sugar. At the same time, the northern and western states began to specialize in food crops and in manufactured products.

Grade 5, This Is Man, Silver, Burdett, Page 84.
The Pitjantjatjara people live and work together in large groups because cooperation is necessary for survival.

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Grade 5, This Is Man, Silver, Burdett, Page 147.
Increased trade in Britain increased the people's desire for different goods, which in turn could be supplied only by increased trade which led to interdependence.

Grade 5, This Is Man, Silver, Burdett, Page 159.
When nations trade with each other, they usually become interdependent.

Grade 5, This Favored Land, (TE), Macmillan, Page 51.
Division of labor--each worker specialized in doing one kind of work--cannot come about unless the farmers in the group can grow enough food to feed those who do not farm. When specialization can happen, more of everything is made because people get to be good at their jobs. This means more of everything for everybody.

Grade 5, This Favored Land, (TE), Macmillan, Page 258.
Throughout the South, townspeople--businessmen, doctors, lawyers, blacksmiths, and all the rest--depended on the sharecrop system just as did the people on the farms. The towns were marketplaces for the farmers. Bad crop years meant hard times for people in town, too.

Grade 5, This Favored Land, (TE), Macmillan, Page 331.
Of the farming areas, the corn-livestock regions is the largest and the most important. The farmers in it specialize in growing corn because it is the crop from which they get the greatest profit.

Grade 5, This Favored Land, (TE), Macmillan, Page 334.
North of the corn-livestock region lies the dairy area. There are some dairy farms in the corn-livestock area, and corn grows in the dairy region. But in general, the regions specialize.

Grade 5, This Favored Land, (TE), Macmillan, Page 361.
The most important use of the Northeast's forests today is as raw material for the manufacture of paper and paper products. Northeast paper manufacturers must compete with the country's southeastern manufacturers, where they turn out about 70 percent of the country's paper output. So Northeast producers specialize in high-quality kinds of paper for which there is a big market in Megalopolis.

Grade 5, This Favored Land, (TE), Macmillan, Page 16.
Division of labor and specialization lead to greater productivity and a higher standard of living.

Grade 5, This Favored Land, (TE), Macmillan, Page T57.
Regional specialization and interdependence tend to accompany economic and population growth.

Grade 5, This Favored Land, (TE), Macmillan, Page T131.
Regions develop economic ties that make them dependent on one another.

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Grade 5, This Favored Land, (TE), Macmillan, Page T138.
Economies that are based on a single crop or product are less stable than those that are diversified. Regions develop economic ties that make them dependent on one another.

Grade 5, The West, Fideler, Page 149.
The jobs of many people in the West depend upon farming. Farmers grow crops or raise animals to sell. Other people work in factories where farm products are processed. Still others sell farm products to stores or directly to the people who use these products.

Grade 5, The West, Fideler, Page 199.
In most modern communities, all the work that must be done in order to meet people's needs is divided into many different jobs that require a variety of skills. When this situation exists, we say there is much division of labor.

Grade 5, The West, Fideler, Page 230.
Dividing up the work of a community among people who do different jobs is known as division of labor. By using this great idea of man, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself. Many of the tasks performed in an early Indian community required special skills.

Grade 5, The West, Fideler, Page 233.
Division of labor also helps people produce many useful things that one man working alone could not produce.

Grade 6, Adventure: Economics, Ohio, Page 11.
Specialization is a method of production in which a person concentrates his efforts on producing a particular job or product. An entire geographic area may be devoted to production of a single item.

Grade 6, Adventure: Economics, Ohio, Page 15.
As business requires more equipment and space, the home is separated from business. Businesses are often located where they have access to materials they need for the production of goods and services.

Grade 6, Africa, Fideler, Page 29.
Because harvests were so plentiful in the Nile Valley, not all the people there had to work as farmers in order to produce enough food for everyone. As people began to specialize in doing certain kinds of work, they developed new ways of using natural resources.

Grade 6, Africa, Fideler, Page 130.
When people begin to specialize in one job, they become more dependent on others to help fulfill their other needs.

Grade 6, Africa, Fideler, Page 145.
The people in industrialized nations are more interdependent than those who live in countries that have little industry. They depend on people in many parts of the world for raw materials. They also depend on other people to buy their products and services.

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Grade 6, Africa, Fideler, Page 161.
In every community, not all the people do exactly the same kind of work. Instead they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 63.
Specialization has replaced the Renaissance ideal; we usually expect one man to be expert in one area. A contemporary scientist has all he can do to keep abreast of developments in his chosen field; we do not expect him to develop artistic skill as well; although he may have one or more avocations such as portrait painting or wood carving. Similarly, we do not expect an artist to be expert in a science, although his interests might lead him to become well versed in several areas.

Grade 6, British Isles, Fideler, Page 123.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, Cultures in Transition, (TE), Follett, Page T35.
Most Greeks in the 8th Century B.C. were farmers. There was little division of labor.

Grade 6, Cultures in Transition, (TE), Follett, Page T36.
Small farmers in Greece used little division of labor in that each family was a self-sufficient unit. On the estates, however, there were many specialized jobs.

Grade 6, Cultures in Transition, (TE), Follett, Page T50.
As people settled in eastern Europe, towns grew up, trade increased, and the frontier disapperaed. Eastern Europe became a source of food and trade for western Europe. An interdependence developed between the two areas that was similar to Greek and Roman trade patterns. In modern countries trade dependencies and interdependence are becoming more and more common.

Grade 6, Cultures in Transition, (TE), Follett, Page T55.
If Athens had depended on the products it could grow or produce without raw materials from outside the city, the economy would have remained at a subsistence level. With trade the economy of Athens grew and prospered.

Grade 6, Cultures in Transition, (TE), Follett, Page T67.
People wanted goods from other areas because certain items were not available in their section of Europe or because some areas specialized in a product and produced high quality at a reasonable price. Trade makes a greater variety of goods available and permits people to specialize in those jobs that they can do best.

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Grade 6, Cultures in Transition, (TE), Follett, Page T122.
Today we live in an age of specialists. The amount of knowledge is so great that becoming an expert in several fields is a difficult task. Although many people try to develop a wide range of interests, few leaders excel in more than one field.

Grade 6, Cultures in Transition, (TE), Follett, Page T403.
The interdependence of nations through trade fosters good relations. The disadvantages of economic dependence comes when one country relies too heavily on another to keep its economy functioning.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 29.
Specialization is a situation in which individuals confine their activities to making a certain part of a good or a nation confining its activities to making particular goods best suited to its resources.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 55.
Total output of goods and services is increased if the United States and another country both specialize in producing those products for which their resources are best suited and then trade with each other.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 193.
Because there are not enough resources to produce all of the goods and services man wants, man has attempted to extend the resources through specialization and technology.

Grade 6 Economic Education for Arkansas Elementary Schools, Page 220.
People become more interdependent as they increase the specialization of all productive resources. Interdependence creates a need for trade.

Grade 6, Economic Education for Washington Schools: K-6, (D.E.E.P.), Page 11.
Specialization and exchange among nations increases the total quantity of wanted goods and services that can be produced with a given supply of productive resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 31.
Invisible links exist between many different kinds of factories. For example, there are cotton mills. Other factories build the machinery for these cotton factories. Still other factories build nothing but parts for these machines. Production is specialized.

Grade 6, Eleven Nations, (TE), Ginn, Page 32.
No factory can exist alone. Each demands the products of other factories--parts, supplies, and equipment.

Grade 6, Eleven Nations, (TE), Ginn, Page 134.
Each factory relies on many others. Each producer depends on every other producer.

Grade 6, Eleven Nations, (TE), Ginn, Page 292.
People specialize when they concentrate all their energy and skills on one job. When a person becomes an expert in one job, he is a specialist.

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Grade 6, Eleven Nations, (TE), Ginn, Page 355.
Japan specializes in the production of boats. In the modern industrial world, nations hardly expect to produce all the goods which they need.

Grade 6, Eleven Nations, (TE), Ginn, Page 421.
When agriculture was developed, everyone didn't have to spend most of their time hunting for food. Some people could do other things. Some spent their time working at crafts. Others became traders or builders. Specialization came into being.

Grade 6, Eleven Nations, (TE), Ginn Page 441.
Every year the remote villages of Guatamala have had more contact with the outside world. Trips to market and the finca have become habits. People's lives have changed because of them. Everyone in the pueblo expects to use at least some machine-made products. To pay for these produces, the people expect to work outside their village. No longer are these villages economically independent.

Grade 6, Eleven Nations, (TE), Ginn, Page 493.
Specialization in one crop, like coffee, is often a good thing. It is profitable to the specialists.

Grade 6, France, Fideler, Page 94.
Farmers in Normandy, west of the Paris Basin, specialize in cattle raising and dairy farming.

Grade 6, France, Fideler, Page 123.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, Germany, Fideler, Page 143.
In every community, not all the people do exactly the same kind of work. Instead they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, In A Race With Time, (TE), Macmillan, Page 75.
The problems of agriculture affect every citizen in Mexico. Two out of five workers are engaged in some form of agriculture. City people depend on farmers for their food.

Grade 6, In A Race With Time, (TE), Macmillan, Page 145.
When times are bad in the industrialized countries, people cut down on their traveling. Then the countries that depend on tourism suffer.

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Grade 6, In A Race With Time, (TE), Macmillan, Page T17.
Industrialization leads to specialization and interdependence among nations.

Grade 6, In A Race With Time, (TE), Macmillan, Pages T58 and T60.
Increased specialization in production has led to interdependence among individuals, communities, states, and nations.

Grade 6, In A Race With Time, (TE), Macmillan, Page 105.
The interdependence of people of the world makes exchange and trade a necessity in the modern world.

Grade 6, India, Fideler, Page 133.
In every community, not all the people do exactly the same kinds of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 58.
Iroquois women were obliged to prepare the land, to mow, to plant, and do everything; the men did nothing except hunting, fishing, and going to war against their enemies.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 70.
In colonial days, every member of the family had a great deal of work to do. Usually there was a division of labor between men and women.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 143.
Today, most workers in our country have jobs by which they earn money. With this money they buy goods and services to meet their needs. As a result, they depend on others for everything, from food, shelter, and clothing to health care and recreation.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 184.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, Japan, Fideler, Page 99.
There are more than one and one-half million students attending Japanese colleges and universities. These students may specialize in a variety of fields such as law, medicine, education, engineering, or literature.

Grade 6, Japan, Fideler, Page 163.
In every community, not all the people do exactly the same kinds of work. Instead they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-12.
The poor, rocky soil of Greece is not suited to wheat growing. The ancient Greeks specialized in growing olive trees which would grow on rockier hillsides. The Greeks traded with other countries for the wheat they needed.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 3-10.
Increased specialization in production and the development of working materials leads to greater leisure time and freedom of man.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-17.
As specialization reaches higher levels of productivity in the process of urbanization, producing a time surplus, a new social asset emerges, that of leisure. Whenever specialization fails to reach levels of productivity high enough to produce a time surplus, a state of subsistence urbanization prevails.

Grade 6, Man and Society, Silver, Burdett, Page 148.
Specialization contributes to the growth of a city, and the growth of a city leads to specialization.

Grade 6, Man and Society, Silver, Burdett, Page 297.
Power-drive machinery multiplied many times the specialization production per man and greatly increased the total volume of goods.

Grade 6, Man and Society, Silver, Burdett, Page 302.
With the advance of technology, the steps of production became more highly specialized.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 165.
Geographic specialization and trade between member nations can benefit the European economic community.

Grade 6, Our Working World; Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 176.
The lack of sufficient economic diversity and division of labor between nations hinders trade and minimizes the beneficial effects of extending the boundaries of an economic region.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 234.
The people of the world are held together by a network of transportation systems that enables nations to divide labor and trade goods and services with each other.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 246
The networks of communication, transportation and international businesses, tied together by urban anchor points, shrink the world and increase the interdependency of the regions of the world and each region's sensitivity to forces and changes occurring anywhere on the earth.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 98.
When farmers were able to produce a surplus of food, it was no longer necessary for everyone in the community to farm all the time. In cities, people who did not have to farm began to do other kinds of work. Some made tools and pottery. Others became priests or religious leaders. City people depended greatly on one another for food.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 142.
In factories, labor was divided. One man no longer made a whole chair or a whole piece of clothing. Each worker did only one part of the whole job. With this division of labor and the new machines, factories could produce goods quickly. They could produce more goods than had ever been produced before.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 234.
The amount of goods and services an economic system can produce depends partly on the ways in which people are interdependent.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 72.
As Neolithic men developed additional skills, the division of labor in their societies increased. The division of jobs among members of a group is called division of labor.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 112.
People often depend upon others to produce some of the goods they need and want. This is called interdependence. In much the same way, people depended upon on another in ancient civilization.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 113.
Specialization of labor occurs when people specialize in doing one type of job. Specialization tends to increase production. People tend to become more efficient when they specialize in one type of work.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Pages 165 and T49.
Increased production and trade led to the specialization of labor.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 296.
Division of laobr within factories caused work to become monotonous and uncreative. As a result of division of labor, many workers lost the feeling of satisfaction which comes from creating products.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 385.
Today there are very few, if any, nations that produce all the raw materials they need. Even the United States lacks a number of kinds of materials used by industry. At the same time, most nations have a surplus of some kinds of materials or crops for which they need a market.

Grade 6. The Social Studies and Our World, (TE), Laidlaw, Page T28.
People in cities usually need goods that are produced in other areas.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T64.
Specialization of labor occurred in many societies before A.D. 500.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T87.
Industrialization increased specialization and man's interdependence.

Grade 6, Southeast Asia, Fideler, Page 139.
In every community, not all the people do exactly the same kinds of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor, people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, Soviet Union, Fideler, Page 136.
In every community, not all the people do exactly the same kind of work. Instead, they work at different jobs. Dividing up the work of a community among people who do different jobs is known as division of labor. By using division of labor people are able to obtain more goods than they could if each person tried to meet all of his needs by himself.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 12.
All geographers do not do the same work. They specialize. One geographer might want to study Latin America, for instance.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 64.
Farmers no longer raise many products for their own use. Instead, the farmer specializes in one or two products for the market. With his profits, he buys goods and services for his family.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 66.
Most American and Canadian farmers specialize in one or two products. They produce whatever will provide the best living for their families.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 113.
Some cities specialize in, or are best known for, certain kinds of manufacturing.

Grade 6, The Ways of Man, (TE), Macmillan, Page 121.
Traditionally, the Bedouin man has fought and looked after the camels. He has left to his women the care of the other animals, provision of water, and the management of the household including the children, the tent, and such property as coins and jewelry. Though the Bedouin is no longer a warrior, this division of labor by sexes still prevails.

DIVISION OF LABOR: SPECIALIZATION: INTERDEPENDENCE

Grade 6, The Ways of Man, (TE), Macmillan, Page 177.
The great majority of the African people, even today, feed, clothe, and shelter themselves by producing, for themselves, practically everything they need. Because they consume what they produce, we say that the great majority of Africans live in a subsistence economy.

Grade 6, The Ways of Man, (TE), Macmillan, Page 181.
All Tiv men, and indeed all Tiv women, are farmers. No one is a full-time specialist at any other tast except those who in recent times have received sufficient education to be clerks, traders, preachers, and politicians.

Grade 6, The Ways of Man, (TE), Macmillan, Page 187.
In the Afkpo villages of Nigeria, there is division of labor by sex.

Grade 6, The Ways of Man, (TE), Macmillan, Page 491.
The basic pattern of division of labor in a Japanese home is based on sex. Japanese men, it is true, are beginning to take some part in household chores, but this is happening slowly.

Grade 6, The Ways of Man, (TE), Macmillan, Page 86.
Specialization in production leads to interdependence among individuals, communities and nations.

Grade 6, The Ways of Man, (TE), Macmillan, Page T140.
Specialization increases productivity. Specialization leads to interdependence.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 153.
One of the greatest problems of most large cities today is the pollution of both air and water.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 38.
Forest regions are examples of how the abundance or scarcity of natural resources and man's careless or careful use of those resources affect man's well-being. Man's activity is limited by climate, soil, and plant and animal life. If man does not respect these limitations, he may ruin the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 50.
Our nations economy depends upon mining regions to supply mineral resources to our factories. Minerals are made by nature and unlike some other resources, cannot be renewed. Once they are mined, they are gone forever.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 87.
The size of a population and its mobility affect the well-being of a region.

ECONOMIC FACTORS AFFECTING GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 90.
Many factors determine whether a manufacturer will locate his factory or plant in a specific community or area.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 91.
The location of factories is affected by the location of markets and raw materials.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 106.
The development of certain products in a region is dependent upon markets available for those products. Growth and development of the South Central Regions has come about through improvements in transportation and in agricultural and manufacturing methods, and because of the stimulation provided by government spending.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 111.
Prosperity, in the form of oil, and competition based on regional loyalties fostered rapid growth and expansion of cities in the South Central Region. Continued government spending in a region at times creates economic growth and at other times creates problems in the economy.

Grade 4 Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 112.
The future growth of the South Central region depends on the efficient use of human and natural resources.

Grade 4, Our Working World; Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 113.
Some regions become rich by specializing in the exploitation of their natural resources and by keeping the profits of these industries in the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.
S.R.A., Senesh, Page 118.
The South is a region whose way of life has been shaped by deep traditional cultural forces, one of the most powerful being the institution of slavery.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 134.
The dominant physical characteristics and geographic remoteness of the Four Corner Region have dictated its economic conditions and way of life and generated its major problems.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed.,
S.R.A., Senesh, Page 140.
The population characteristics of a region affect its economic growth.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 165.
Many problems are the result of an emphasis on technological development and economic growth while the resultant hazards to the environment are ignored.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 197.
Poor transportation into and within Appalachia affects the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 206.
History, geography, and the way resources are used combine to keep some regions poor and backward.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 208.
New England has used innovations in science, technology, and ideas to adapt successfully to changes in the economy.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T44.
Early civilizations tended to develop at the crossroads of transportation routes, where ideas flowed most freely.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T86.
The main reasons for each area's economic importance would seem to be its people and their technology.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T91.
Present-day problems with the earth's resources are caused by the misuse of these resources by man.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 226.
The location of ancient Greece helped make it great.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 287.
People need the earth and its resources in order to live. But people do not always use the earth and its resources well.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 87.
Each of the cities on the western coastal lands has a good harbor. These harbors helped these cities to grow large.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 126.
People modify the environment in attempting to use it. Planning is needed if the human race is to survive, let alone to live in comfort and security.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 184.
Planning helps people to use their resources wisely.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 4, Teachers Guide to Economics, Grade 4, Oregon D.E.E.P., Page 33.
Methods of transportation affect the location and growth of our cities.

Grade 4, Web of the World, (TE), Macmillan, Page 235.
In almost every big city, smoke and soot from the factories and from the thousands of chimneys of apartment houses are carried in the air. Some plants and trees cannot live because of the amount of smoke, soot, and dirt in the air.

Grade 5, American Neighbors, Fideler, Page 1-83.
Canada's cities, like cities in other countries of the world, are growing very rapidly. This rapid growth of cities had led to many problems. Automobile traffic is congested, especially during the hours when people are traveling to and from work. Schools are becoming over-crowded. In some cities, there are poor neighborhoods with run-down houses and apartment buildings. Air pollution is also a problem in many of Canada's cities.

Grade 5, American Neighbors, Fideler, Page 2-38.
Transportation is one of Mexico's biggest problems. The lack of communication and transportation facilities impedes Mexico's growth.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-1, and 6-13.
Industrial growth of the community increases the population density.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 4-7.
Railroads have played a vital part in our nations development.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 179.
American life began to change greatly in the 1800's. One of the most important reasons for this change was the rapid growth of industry. Machines are an important factor in industrial progress. Even war, in spite of its hardships and loss of life, contributes to business and to manufacturing.

By the late 1860's, the United States was at a takeoff point. A railroad system covered most of the Northeast and Middle West. There were plenty of workers available and new inventions encouraged mass production, a system of producing goods in large, or mass, quantities.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 190.
As factories and other businesses grew, so did cities.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 7-5.
The area around Lake Ontario is called the "golden horseshoe" because of the concentration of large manufacturing cities. It is one of the richest manufacturing areas and fastest growing centers in the world.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, Canada, Fideler, Page 53.
During the years since World War II, the Canadian people have used their resources wisely, helping to make Canada one of the most prosperous nations in the world. Nevertheless, the people of Canada have many problems that must be solved.

Grade 5, Canada, Fideler, Page 89.
Trade in grains and other goods had always been important to Winnipeg. In fact, trade has helped to make it one of Canada's largest cities.

Grade 5, Canada, Fideler, Page 188.
Canada has large deposits of petroleum, natural gas, copper, and other minerals that have not yet been developed. Many Canadians believe that the use of these resources is necessary for the country's future economic growth.

Grade 5, Caribbean Lands, Fideler, Page 60.
Many problems faced the new nation of Guatemala. The main cities and farming areas in the federation were separated from each other by rugged mountains and dense forests. Because transportation was poor, the people of the different provinces had little opportunity to get to know one another.

Grade 5, Caribbean Lands, Fideler, Page 76.
Rapid population growth is creating problems for the Caribbean countries. Many of the countries do not have enough good farmland compared to the United States. The Caribbean Lands region has few factories, therefore, there are not enough jobs in farming and industry for everyone.

Grade 5, Caribbean Lands, Fideler, Page 124.
The government of many Caribbean countries are trying to encourage the growth of manufacturing. Special government agencies have been formed to assist the people who wish to start new businesses. Some governments offer lower taxes and other benefits to companies opening new factories.

Grade 5, Caribbean Lands, Fideler, Page 134.
Good roads for transporting raw materials and finished goods are necessary for the growth of industry.

Grade 5, In These United States, Heath, Page 83.
A city grows up in a certain place for one or more special reasons. The location may offer certain advantages, such as good transportation facilities, minerals or waterpower. Towns often grow up around factories, colleges, or tourist attractions.

Grade 5, In These United States, Heath, Page 97.
New York City became a great city because it had a good harbor, a good location for trade with Europe and good inland routes.

Grade 5, Man the Toolmaker, (TE), Follett, Page T194.
Without a food surplus, there could be no cities or urban specialists. Everyone would have to spend his time raising his own food.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, Man the Toolmaker, (TE), Follett, Page T222.
The Mesopotamian irrigation canals and the Roman roads were alike in that both were essential to the support and maintenance of an urban society. Both were used in the transportation of goods.

Grade 5, Man the Toolmaker, (TE), Follett, Page T234.
The development of new tools was necessary to the beginning of cities and the growth of urban empires.

Grade 5, Man the Toolmaker, (TE), Follett, Page T328.
Our growing use of energy is bringing pollution not only to the cities, but to the whole planet. Since World War II, the demand for power has become so great that shortages are occurring.

Grade 5, Midwest and Great Plains, Fideler, Page 100.
The Civil War spurred the growth of manufacturing in the Midwest. New factories were started to produce supplies for the northern armies, and older factories increased their production.

Grade 5, Midwest and Great Plains, Fideler, Page 106.
The growth of manufacturing and the changes in farming brought a great change--the growth of great cities. The cities grew because they met human needs.

Grade 5, Midwest and Great Plains, Fideler, Page 222.
A combination of disadvantages has held back the growth in industry in the Great Plains states as a whole. First, most parts are not served by major waterways. Therefore, bulky goods such as coal and steel have to be shipped by train or truck. Second, the Great Plains states lack some of the mineral resources essential for modern industry, especially iron ore and high grade coal.

Grade 5, The Northeast, Fideler, Page 98.
Although the Civil War hurt trade and shipping, it greatly helped manufacturing in the Northeast.

Grade 5, The Northeast, Fideler, Page 114.
During the Civil War, industry grew rapidly in the Northeast. The Union forces needed large amounts of clothing, weapons, and other supplies. New factories were started to help meet these needs, and older factories increased their production.

Grade 5, The Northeast, Fideler, Page 128.
Since World War II, the Northeast has not grown as rapidly in population as some other regions of the United States, such as the West and the South. The cities of the Northeast are still great centers of trade, manufacturing, education and culture.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, The Northeast, Fideler, Page 145.
Good transportation routes helped cities to grow. Some cities in the Northeast benefited from good transportation routes.

Many people from the Northeast moved westward along the transportation routes. They established farms and settlements in the lands beyond the mountains. A brisk trade began between the manufacturing cities near the coast and farming communities in the interior. This trade helped the coastal cities to grow. It also helped settlements along the transportation routes to develop rapidly.

Grade 5, The Northeast, Fideler, Page 153.
New York has enjoyed a combination of advantages that help a city to grow. It has an excellent harbor on the Atlantic coast. Most European immigrants coming to the United States entered the country through New York. Many of them settled there and took jobs in industry. Some of them started businesses that helped the city to grow.

Grade 5, The Northeast, Fideler, Page 157.
Richmond occupies Staten Island and several smaller islands in New York Bay. Richmond's population has been growing rapidly in recent years. The Verrazano-Narrows Bridge, which connects Richmond with Brooklyn made transportation easier. Since its opening, many people began moving to Richmond from other parts of the city.

Grade 5, The Northeast, Fideler, Page 168.
Cities are trying not only to get rid of present slums but to prevent the growth of new ones.

Grade 5, The Northeast, Fideler, Page 174.
Water pollution is an urgent problem throughout the Northeast. Government agencies as well as private companies are now trying in various ways to reduce water pollution.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 64.
Philadelphia has several advantages that helped it become the leading city in the colonies. It had a good port for ocean trade. It was centrally located between the other important colonies, so that goods, mail and travelers could pass through it.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 102.
America faces several economic problems as a result of the loss of trade with England and her colonies.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 106.
Advances in technology affect economic development. Improvements in machines and tools stimulated the growth of cities. Improved farm machinery created a surplus of farm products that enabled farmers to feed a growing city population. Factories using machinery attracted people to cities. Some machines improved transportation, bringing people to cities and improved trade between cities.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 167.
Science and technology while making available an abundance of goods, also creates problems. A good city planner must consider all aspects of the city.

Grade 5. Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 241.
Though the American economic system has successfully pursued its major goal--growth--it faces serious problems that must be resolved if that progress is to benefit all the American people.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 254.
There are both costs and benefits of improved technology. Some of the benefits are a higher standard of living, more leisure time, and better health. The costs include loss of jobs through automation, feelings of powerlessness in average people, and pollution of the environment.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 25.
Geographic, economic, and political factors often determine the location of an industry.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 122.
As England became less of a farming country and more of a trading country, its older towns grew and new towns developed.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Pages 249 and T115.
Industrialization created new problems for Americans.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 267.
American manufacturing grew slowly during the first twenty-five years after the Revolution because of two reasons: the limited number of workers and money being invested elsewhere.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 268.
The British can take some of the credit for the growth of American manufacturing. The British invented and used machinery run by steam engines. They used machinery for mining coal. They also used machinery to spin fibers into thread and to weave cloth. These inventions were brought to the United States by immigrants.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 278.
The late 1800's and early 1900's were the age of the railroads. The eastern cities competed with one another to get the railroads. The people felt that improved transportation would cause their cities to grow bigger and become richer.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T48.
Producing a surplus of goods encourages the development of a trading economy. Geographical location affects the development of cities.

Grade 5, The South, Fideler, Page 89.
In spite of great process in agriculture and industry, the South still has many problems. Although these same problems are found in every section of our country, they are more severe in some parts of the South.

Grade 5, The South, Fideler, Page 99.
The main reason why urban areas in the United States have been growing in population is that they provide many opportunities for people to meet their basic needs.

Grade 5, The South, Fideler, Page 103.
Education is another great idea that has helped the cities of the South to grow. In every community, young people must learn certain skills in order to earn a living.

Grade 5, The South, Fideler, Page 106.
One reason why cities have developed is that they are convenient places for people to buy and sell goods. Some of the South's largest cities are seaports.

Grade 5, The South, Fideler, Page 111.
The location in New Orleans near the mouth of the Mississippi River has helped it become a leading port city.

Grade 5, South America, Fideler, Page 48.
Without reliable, stable governments, the people of South America find it very difficult even to begin solving their problems.

Grade 5, South America, Fideler, Page 106.
Sao Paulo became an important industrial center in South America for several reasons. Modern factories need power to run their machinery, and skilled workers to tend the machines. They also need efficient transportation to bring raw materials to the factories and to take manufactured goods to market. All of these are available in Sao Paulo.

Grade 5, This Favored Land, (TE), Macmillan, Page 239.
Cities of colonial days and in the early days of independence had been centers of buying and selling and shipping. Trade was their main reason for being. By 1859, cities of the United States were even more important as centers of industry.

Grade 5, This Favored Land, (TE), Macmillan, Page 243.
One reason cities did not grow rapidly in the South was that Southerners were not interested in putting their money into manufacturing.

Grade 5, This Favored Land, (TE), Macmillan, Page 349.
Some industries try to locate near raw materials. This is the reason for the steel mills on the Alleghany Plateau, in and around Pittsburgh and the upper Ohio River.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 5, This Favored Land, (TE), Macmillan, Page 355.
The industries of New York State's Mohawk Village are there largely because of transportation. Where the Hudson River meets the Atlantic Ocean stands New York City. New York is the largest city and largest port in the United States. It has the tallest buildings and the biggest department stores. It leads the world in trade and manufacturing. Almost everything about New York is "the biggest". Transportation has been a key to all this.

Grade 5, This Favored Land, (TE), Macmillan, Page 356.
New York has a huge clothing industry. Workers and markets are the big reasons why these are located in New York. Thousands of workers skilled in making clothing live right in the city. Millions of city people served by hundreds of stores make up a huge market. And buyers for clothing stores all over the country go to New York to buy.

Grade 5, This Favored Land, (TE), Macmillan, Page 374.
Many new industries have come into the South because of the markets that are now there. Manufacturers saw that Southern people had money to spend after World War II -- money that had not been there before.

Grade 5, This Favored Land, (TE), Macmillan, Page 375.
All the wood-products industries are in the South because of raw materials. Wood is bulky and heavy as it comes out of the forest. Manufacturers that use wood must be located close to the forest in order to cut shipping costs.

Grade 5, This Favored Land, (TE), Macmillan, Page 397.
Many of the industries of the Intermountain Province are there because of minerals, the most valuable resources of the region.

Grade 5, This Favored Land, (TE), Macmillan, Page 410.
Seattle manufactures airplanes and builds ships. The airplane plant was started in Seattle because its founder wanted to live there. Now, of course, the skilled labor in and near the city is what keeps the industry there. Industry in Oregon and Washington was held back for years because these states are so far away from so many of the big cities of the country. It cost too much to ship goods from the Northwest to many of these cities. People there found it cheaper to buy from factories closer to them.

Grade 5, This Favored Land, (TE), Macmillan, Page 415.
The very large market in California and the rest of the West Coast explains why much of California's industry is there.

Grade 5, This Favored Land, (TE), Macmillan, Page 450.
Resources, transportation, and markets explain the growth of industry in the heartland. United States markets, just across the border, are very important. Within this region lies Canada's megalopolis, one of the fastest-growing urban areas on the continent. It was the railroads that opened the Canadian West. When the Transcontinental Canadian Pacific Railway was finished in 1885, the settlement of the Canadian prairies really began.

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Grade 5, This Favored Land, (TE), Macmillan, Page 453.
The opening of the Panama Canal made Vancouver an even more important harbor. Now it was possible to ship timber and fish to the eastern United States and to Great Britain. Thus, rich resources and the Canadian import-export trade have helped Vancouver become a major industrial center.

Grade 5, This Favored Land, (TE), Macmillan, Page T40.
Transportation is an important factor in the location and development of economic activity.

Grade 5, This Favored Land, (TE), Macmillan, Page T57.
The accessibility of an area is an important factor in its growth and development. The development of an urban center depends heavily upon availability of transportation and upon the productivity of its hinterland.

Grade 5, This Favored Land, (TE), Macmillan, Page T64.
A good location in relation to transportation routes and a rich surrounding countryside are essential if a city is to grow.

Grade 5, This Favored Land, (TE), Macmillan, Page T138.
In a country whose economy is strictly controlled by the government, industrial plants may be located for political reasons, rather than economic reasons.

Grade 5, This Favored Land, (TE), Macmillan, Page T159.
The development of markets is tied to the development of transportation and communication systems.

Grade 5, This Is Man, Silver, Burdett, Page 179.
Though each city is somewhat distinctive, all cities share certain common problems and characteristics of modern city life.

Grade 5, The West, Fideler, Page 87.
People who traveled by railroad could reach Oregon and California much more quickly and safely than the pioneers who came by covered wagon over rough trails. New communities sprang up along the railroad lines.

Grade 5, The West, Fideler, Page 102.
The location of San Francisco has helped to make this city an important seaport. San Francisco Bay is one of the world's best natural harbors. From San Francisco goods can easily be shipped to inland cities or to ports in foreign countries.

Grade 5, The West, Fideler, Page 108.
The rapid growth of population in the West has created problems.

Grade 5, The West, Fideler, Page 115.
Air pollution is a serious problem in many parts of the West. It irritates people's eyes and is very unpleasant to breathe. In addition, smog causes great damage to farm crops.

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Grade 5, The West, Fideler, Page 117.
The new freeways and parking facilities have not entirely solved the transportation problem in the cities of the West. Sometimes they have merely encouraged more people to drive cars into the business district of the cities, creating worse traffic jams than before. Some city planners believe that the best way to solve the transportation problem is to encourage people who live in urban areas to travel by train instead of by automobile.

Grade 6, Africa, Fideler, Page 69.
The European and American armies needed many goods that could be produced from African raw materials during World War II. Roads, railroads, and telephone service were improved in order to make sure that the badly needed raw materials could be sent abroad. Shipping and processing centers were developed. Cities grew in size and helped to draw many different African people together, increasing their feelings of national unity.

Grade 6, Africa, Fideler, Page 148.
Most countries in Africa do not have good transportation or communication systems. Africa still does not have a good network of roads and railroads. Lack of good transportation and communication facilities causes many difficulties in Africa. Factories cannot be built in many parts of the continent because there is no way of supplying them with materials or sending their products to market.

Grade 6, Africa, Fideler, Page 152.
One of Africa's most serious problems is its lack of educated people.

Grade 6, British Isles, Fideler, Page 34.
In recent years, the United Kingdom has been troubled with many social and economic problems--such as riots, strikes and rising prices. Together these problems have created great hardships for many people in the United Kingdom.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 34.
Some of the general factors involved in the breakup of feudal power were: the growth of trade and towns; the rise of an economically strong middle class; the movement of peasants into towns; the growing strength of central governments and kings; royal armies replaced feudal forces; gunpowder changed the nature of war and defense.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 87.
The Industrial Revolution began in Britain in the last half of the eighteenth century. It was a period of rapid and striking change in the methods of production and distribution of goods. These innovations had far-reaching effects throughout the world. The development of steam power, culminating the Watt's of machines, speeded up the process of industrialization. This encouraged the growth of great industrial cities.

Grade 6, Cultures in Transition, (TE), Follett, Page T209.
The benefits people have received from technology are many. But it has also brought new problems. The rate at which technology is changing the face of Europe is itself something of a problem. The stress on rebuilding and producing more goods has made many industries and governments unwilling to do what is needed to save the environment.

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Grade 6, Cultures in Transition, (TE), Follett, Page T404.
By 1955, some Japanese people began to realize that industrialization could hurt as well as help them. About this time the Japanese began to notice pollution of their environment. They called it jogai, or public harm.

Grade 6, Eleven Nations, (TE), Ginn, Page 43.
Huge economic problems existed in Britain after World War II. Countless British industries were old and outmoded. A large part of Britain's merchant fleet had been lost. Even more serious, the British had to sell many of their investments in other countries in order to pay for the war. Without ships and without income coming in from investments abroad, the British found it hard to buy the goods which it needed to live.

Grade 6, Eleven Nations, (TE), Ginn, Page 47.
Since World War II, the British have been working to prevent overcrowded cities and substandard housing. So Britain has tried a bold experiment--twenty-four entirely new towns have been built. These towns did not grow up like weeds either. They were planned.

Grade 6, Eleven Nations, (TE), Ginn, Page 50.
The designers of the planned towns in England have received praise from all over the world. The people like living in the towns. Careful planning has made these industrial towns as peaceful as a country town.

Grade 6, Eleven Nations, (TE), Ginn, Page 51.
Britain's building program for the future is even more ambitious. Planners want to stop the spread of ugly unplanned suburbs that are rising around the edges of the big cities. So the building program has a new aim--to avoid uncontrolled urban growth, or sprawl.

Grade 6, Eleven Nations, (TE), Ginn, Page 82.
Planning has been the Soviet Union's method of pulling itself up by its own boot straps. The Five-Year Plans were a huge success if the results are considered. Nonetheless, the Plans required tremendous sacrifices.

Grade 6, Eleven Nations, (TE), Ginn, Page 97.
Life is more bustling in Russia now with more cars on the streets. Until recently there has been no need for garages or parking lots. So there are none. Planners didn't think about parking or garage problems when they built the new apartment buildings.

Grade 6, Eleven Nations, (TE), Ginn, Page 164.
Egypt's location is so vital that it can be called one of the nation's resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 165.
Partly by trading, Egypt grew rich. A magnificient empire was established.

Grade 6, Eleven Nations, (TE), Ginn, Page 173.
Water is such a necessary and scarce resource that its use cannot be left to change. Planning for an expanding population in a nation where water resources are so limited as in Egypt is a difficult and urgent task.

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Grade 6, Eleven Nations, (TE), Ginn, Page 270.
It was obvious to many Nigerians that they would need more and better transportation, if they were to move their products and people in a modern world. The federal and regional governments thus began to plan for a better transportation system throughout Nigeria.

Grade 6, Eleven Nations, (TE), Ginn, Page 309.
Considered by itself, it is not wrong for a nation to have a large population. Neither is there anything wrong with having a population which is growing rapidly. However, when an underdeveloped country which already has a large population grows rapidly, growth puts a terrible strain on resources. So much is needed simply to take care of the new population that little is left to improve the existing situation.

Grade 6, Eleven Nations, (TE), Ginn, Page 314.
Planning for the development of India, which is the world's largest democracy, is a continuous task. So that citizens can enjoy an ongoing sense of accomplishment, long-range plans are divided into five-year units.

Because economic planners know the amount of money a country can spend and give advise on how it should be spent, outsiders often think economic planners make budgets. Making a budget for a country like India is an enormous task, but good planning is more than budgeting. It takes into account both money and people. Economic planning and social planning go hand in hand.

Grade 6, Eleven Nations, (TE), Ginn, Page 488.
Rio suffers from the same problems other cities in Brazil and around the world do. It lacks water, electricity, sewage facilities, transportation, and telephones.

Grade 6, Eleven Nations, (TE), Ginn, Page T35.
Japanese business "entrepreneurship", aggressive and highly competitive, has been a vital factor in Japanese development. Capital investment by the Japanese government, resulting in increased railroads, communications networks, and schools, has served to increase the rate of growth of the economy.

Grade 6, Germany, Fideler, Page 44.
After World War II, all of German's overseas possessions were taken away, and the Germans were forced to pay large sums of money, called reparations, to the Allies.

Grade 6, Germany, Fideler, Page 130.
The conditions under which East Germans must work also have held back the growth of industry in East Germany today.

Grade 6, In A Race With Time, (TE), Macmillan, Page 84.
The housing problem is particularly troublesome in Mexico where people are flocking to the cities. At present, over half of the people in Mexico City live in houses without plumbing.

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Grade 6, In A Race With Time, (TE), Macmillan, Page 208.
Settling the region east of the Andes has proved difficult. Government action is necessary in resettlement because vast sums of money and nationwide planning are required. In spite of all the difficulties, however, the governments of Ecuador, Peru, and Bolivia have persuaded numbers of people to move from the overcrowded plateau to the promising lands on the eastern slopes of the Andes.

Grade 6, In A Race With Time, (TE), Macmillan, Page 270
To be a powerful force in the world today, a nation must be industrialized. Argentina has made considerable progress in this direction. But it is badly handicapped because it lacks most of the resources needed for heavy industry.

Grade 6, In A Race With Time, (TE), Macmillan, Page T8.
Rapid population growth tends to create new social problems and intensify existing ones.

Grade 6, In A Race With Time, (TE), Macmillan, Page T50.
Improved transportation and communication systems are vital to the growth of an area.

Grade 6, In A Race With Time, (TE), Macmillan, Page T96.
Land reform is seen as a major factor in fostering agricultural productivity, improving social conditions, and stabilizing democratic government in Latin America. Population growth is presenting man with one of the most challenging problems of modern times.

Grade 6, India, Fideler, Page 59.
India's cities are rapidly increasing in population. In fact, the cities are growing about twice as fast as the population of India as a whole. Thousands of Indians are leaving their farms and moving to the cities in the hope of making a better living. This movement of people to the cities has brought about serious problems. Many of the newcomers are unable to find work.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 18.
Pollution can be extremely harmful to human beings and their environment.

Grade 6, Japan, Fideler, Page 152.
Tokyo faces serious problems because of its swift growth. There is not adequate housing for Tokyo's huge population, and water shortages are frequent. In a large part of the city, the houses are small and flimsy, and there is no sewage system.

Grade 6, Japan, Fideler, Page 85.
Before Japan was opened to foreign trade, Yokohama was just a fishing village. In 1859, Yokohama's port was opened to foreign traders. After traders began coming here it began to grow rapidly, and today Yokohama is one of the most important port cities in Japan.

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Grade 6, Japan, Fideler, Page 121.
Japan has been able to overcome its handicaps and become a prosperous nation largely because of the type of people and leaders it has. The Japanese are willing to learn, to make changes when needed, and to work hard for things they want. They are also a well-educated and highly skilled people.

Grade 6, Japan, Fideler, Page 124.
The rapid progress Japan has made since World War II has amazed the world. Japan today is far more prosperous than at any other time in its history. More important, there is reason to believe that this growth will continue. Government and business leaders in Japan have worked out plans together, charting what needs to be done to make the country even more prosperous. These plans are only intended to be a guide. No one is forced to follow them.

Grade 6, Japan, Fideler, Page 144.
There are several reasons why most of Japan's factories are located in the main industrial belt. There are good harbors here, and lowlands where the land is level enough for farms and cities. Also, the climate here is more pleasant than in some other parts of the country.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 112.
After medieval France, towns began to grow stronger and richer. Trade increased, and a middle class of merchants and skilled craftsmen arose. More people moved to the towns, thus strengthening them.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-17.
A society based only on a subsistence agriculture does not develop cities. Urbanization, the development of cities, is initially preceded by the production of an agricultural surplus and subsequently supported by various forms of specialization of the part of the urban population.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-22.
Because India's society is basically rural, a change to an urban life is a traumatic one. Because of the lack of development and governmental controls, cities like Calcutta sprang up in a disorderly fashion, lacking many services and methods of transportation. India's unique caste system adds to the confusion.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 194.
The government played a role in India's economic development since the days of the British rule. When the British left, the Indian government took on the role of planner and builder. It has helped small industries improve their methods of production with technical advice. It has built steel mills and plants to make machines.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 196.
All cities are dependent upon an agricultural surplus. Whatever a person can produce over and above what he needs is called surplus. Because everyone does not have to grow his own food, the surplus could support part-time specialists.

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Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-6. Population growth is presenting man with one of the most challenging problems of modern time.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 294. A new nation must develop its industry if it is to survive in the modern world. To develop industry, a country needs nationwide planning. It must learn to use its agricultural products and resources wisely. It needs a good system of education to provide skilled workers. Roads must be built and a communications network set up. It must be able to attract money from other countries to build machines and factories.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 402. Stalin planned all production goals for the Soviet economy. The government planned how much raw material was to be sent from factory to factory. They told the farmers on the collectives what crops to plant.

Grade 6, Man and Change, Silver, Burdett, Page 45. In today's world, a small country can remain viable only by developing its industries and by continuing trade with other nations.

Grade 6 Man and Change, Silver, Burdett, Page 206. The Industrial Revolution made it possible and necessary to build a Liverpool to Manchester railroad.

Grade 6, Man and Society, Silver, Burdett, Page 44. In today's world, a small country can remain viable only by developing its industries and by continuing trade with other countries.

Grade 6, Man and Society, Silver, Burdett, Page 179. An increase in the number of factories in an area leads to an increase in the population of that area.

Grade 6, Man and Society, Silver, Burdett, Page 185. The reason that the city of the early 1800's did not spread outward more than three miles from the center was that people had to live close to their place of employment. When rapid means of transportation were invented, people could live farther away from their jobs.

Grade 6, Man and Society, Silver, Burdett, Page 376. The resources available and the use to which they are put influences the nature and extent of man's achievements within a given region.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 154. The economic and social structures of Slavic countries remained almost unchanged for many centuries because many people were isolated because of the agricultural economy and distance from trade routes, few industries developed, and the majority of people were poor serfs and had little or no personal freedom.

Grade 6, Our Working World; Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 192. Traditions can impede or promote economic development in countries.

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Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 196.
Even with the income they receive from oil, it is difficult for some countries in the Middle East to develop economically. Some obstacles are weak governments, use of resources for military purposes, customs and traditions that hinder change, and lack of involvement by a majority of the people.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 198 and 212.
Japan's geographic location, its human resources, expanding world markets, and government policies have resulted in its becoming one of the fastest-developing economic regions in the world. Japan is an example of a nation that is rapidly increasing its industrial potential by developing an economic system depending on international trade, skilled human resources, and advanced technology. Like other industrial nations it is facing the social as well as economic costs of such development.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 210.
Rapid industrialization damages the environment. It is costly to eliminate this damage.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 214, 221, and 227.
Latin America is a region where land-forms and traditions rooted in colonialism impede economic development. Latin America's economic growth is hampered by a lack of savings and of investment in natural and human resources, a low level of technological development, poor marketing facilities, and competition from more efficient foreign businesses.

Grade 6, Our Working World; Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 248.
Conflict has always been a part of social, national, and international relationships; as such it can stimulate growth or lead to hostility and destruction.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 156.
In the last three hundred years, cities have grown larger and larger. Some countries, like the United States, have become urbanized--that is, more people live in cities than outside them.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 258.
Wise use of resources is important to a nation trying to develope its economy.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 262.
Many people are troubled because change comes slowly. But India's economic planners believe that changes should not be carried out too quickly. They know that the people of India value their independence. Because of this, India's leaders do not want to force their ideas for change upon the people. Instead, they hope to convince them that changes will better their lives, and the lives of their children.

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Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 296.
Communism and government control have brought the Soviet Union great economic growth. The Russian people live more comfortably than they did before the Revolution of 1917. Today, transportation and communication tie all of the vast nation together. There is free education for all Russians. Today, the government is able to give all the people free medical care.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 6.
Urbanization creates new problems that have to be solved. Overcrowding is a serious problem in many modern cities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 17.
Mumford found that most large cities grew without much advance planning. Cities developed as commercial and manufacturing centers. While cities are growing rapidly, plans for meeting the people's needs are not being made as rapidly.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 209.
Economic growth in the Middle Ages varied from place to place. Invasions and warfare limited economic growth. The production of surplus corn led to the growth of cities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 215.
An improved technology increased Europe's economic growth in the Middle Ages. Peace and a stable society also increased economic growth in Medieval Europe. Economic growth in Europe led to surpluses which encouraged trade.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 218.
Cities in Europe declined in the Dark Ages and then grew slowly as Europe's economic growth increased. The increase in trade after the Crusades led to the growth of cities in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 243.
After 1500, cities in Europe began to grow rapidly, and many cities became overcrowded as people came to work in the factories. Overcrowded cities soon developed new problems such as poor living conditions.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 254.
The use of water power enabled men to run heavy machines, but this required that shops had to be located near rivers and streams.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 255.
Social, economic, and geographical conditions encouraged industrialization in England.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 261.
American colonies influenced the economic growth and the industrialization of Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 267.
The size of a nation's population can influence the nation's economic activities, trade, and transportation.

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Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 322.
Economic growth in poor societies is often hampered by underfed populations.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 324.
The Indian government is planning some of the nation's economy.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 325.
Progress is slow in India partly because of the social conditions and because of the religious beliefs held by the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 396.
The use of lead-free gasoline could help reduce air pollution. The use of low-sulfur coal could help reduce air pollution.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T28.
A well-planned city will attract people because it offers social and economic opportunities.

Grade 6, Southeast Asia, Fideler, Page 5.
The nations of Southeast Asia have many of the same problems. They do not have enough roads, railroads, schools, hospitals, or industries. In addition, all of these nations must import many of their manufactured goods and pay for them by exporting raw materials from mines, forests, and farms.

Grade 6, Southeast Asia, Fideler, Page 39.
The Western nations that gained control of Southeast Asia are remembered most by the people here for the ways they neglected this region. Most of the Westerners who came were mainly interested in making money. They thought of Southeast Asia as a source of raw materials for their own use. Since the Western nations wished to sell their own industrial goods in exchange for Southeast Asia's exports, little modern manufacturing was established in this region. In addition, people from the Western nations held nearly all of the important jobs. For this reason, only a few of Southeast Asia's people were able to get the kind of experience they needed for self-government.

Grade 6, Southeast Asia, Fideler, Page 42.
Most of Southeast Asia gained independence after World War II. Southeast Asia's new nations had many problems to solve when they gained independence. Roads, railroads, and mines had been destroyed during the war. There were far too few industries and schools. Most of the countries did not have enough trained government leaders and skilled workers, and many of the people were poor, sick, and uneducated. In addition, they had little capital.

Grade 6, Soviet Union, Fideler, Page 7.
When the communists first came to power, the country was backward. The communists leaders came to feel that the best way to modernize the country was for the government to plan and direct all work.

Grade 6, Soviet Union, Fideler, Page 40.
Stalin believed that the Soviet Union would be able to advance most quickly and successfully if the government planned and directed all the work in the country. The Soviet people were forced to go without many things in order for industry to grow.

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Grade 6, Soviet Union, Fideler, Page 120.
Government control of Soviet industry caused other problems. It was impossible for government planners to know all the needs and problems of every factory in a country as large as the Soviet Union. As a result, the plans they made were not always practical.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Pages T58 and 84.
Although some cities are planned, most cities "just happen".

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T61.
City growth depends upon the purpose the city serves.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T121.
Industries (and therefore cities) tend to spring up where certain factors, such as markets, transportation facilities, power, and the accessibility of raw materials, are favorable.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 86.
Cities have grown rapidly along with the population.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 89.
Wherever the railroads ran, towns sprang up. Some were whistle stops--small communities where trains stopped only on signal. Others grew into large, busy towns. The railroads also helped the growth of places that were already cities.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 90.
By 1890, farming was no longer the main way to make a living. As the use of farm machinery increased, fewer rural workers were needed. They left the farms to seek work in the cities. Almost all factories were in or near cities. Cities were transportation points. The cities were like magnets for factories and people.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 98.
Cities change in size as their purposes get more or less important. They do not always get larger. Some get smaller. Some disappear altogether.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 99.
As the purposes of a city increase, the city grows. Most cities in the United States and Canada had become cities by being trade centers for goods and services. When factories were built to house the new machinery built in the industrial revolution, it made sense to build them in cities. The cities were on waterways, goods from the factories could be shipped great distances. Other goods could be brought back. The cities had people to work in the factories. The city itself was a market for many goods and services.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 103.
Often the magnet that draws a city's growth is a transportation route. Cities have stretched out along highways, rivers, or railroad lines. San Francisco and its surrounding areas embrace a whole huge bay.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 111.
As markets multiply, the amount of manufacturing in cities increases. When that happens, the cities themselves grow.

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Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 119. From the middle of the seventeenth to the beginning of the twentieth century, North Americans have been building cities. They were helped by several factors. One was the richness of the new land. The other was the number of people who kept pouring in. There was no overall plan for any of this. In the rush to rapid growth, many kinds of disorder came to the United States and Canada.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 124. City planners used to think it wise to keep factories far away from residential neighborhoods. Some city planners think that factories should be cleaned up. Ways should be found to stop smoke from filling the air. Then factories could be allowed to open in other parts of town. This would help solve two of the problems of present-day cities. One is impure air. The other is clogged traffic.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 125. In many ways cities improve as they get larger. They have more kinds of goods and services. Transportation may be better in a large city than in a small town. Larger cities may have more money to spend on parks, hospitals, and other things for their people. But along with the good things come many problems--the growing pains of cities. One of them is a shortage of good housing.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 135. Because the United States has more cities, it needs more highways than Canada. The state and federal governments have spent billions of dollars to build them. The highways were often built, however, without any real planning. The builders did not always stop to think whether a highway was the best answer to a travel problem. They often built highways without thinking of community needs. In many cases a highway brought new problems.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 151. It is true that some manufacturing is leaving New England. Neither cloth nor leather goods are made as widely there as they used to be. Many manufacturers are moving to other parts of the country seeking lower taxes, lower labor costs, and cheaper power. Some want to be closer to markets in other parts of the United States.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 161. Washington, D.C. was planned as a government city, and so it still is. Only printing and publishing are important industries there.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 215. Chicago began as a place for easy portage. It is still the center of transportation in this country. Chicago is an important port, a railroad center, and a trucking center. Chicago has two busy airports. Because it is a transportation center, Chicago has attracted many businesses and industries.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 224. Some important Texas cities began as trade centers for the Cotton Kingdom. Dallas is one. Today Dallas is the second largest in the Southwest.

ECONOMIC FACTORS AFFECTING THE GROWTH AND DEVELOPMENT OF CITIES AND BUSINESSES

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 318.
Partly because of its good transportation, Montreal has become the leading industrial center of Canada.

Grade 6, The Ways of Man, (TE), Macmillan, Page 130.
Change is taking place in the Arab cities even faster than in the village and the desert. With increasing population and industry, the cities are growing outward, creating new patterns of city streets, new kinds of buildings, and new ways of life.

Grade 6, The Ways of Man, (TE), Macmillan, Page 344.
Economists foresee no change in India's economic struggle until food production meets the country's needs.

Grade 6, The Ways of Man, (TE), Macmillan, Page 345.
The difficulties of bringing effective family planning to the remote reaches of rural India often make the over-all problem seem hopeless. But the Indian government is going ahead as if it is not. In the last five years, the government says, the program has averted over five million births. Economic development over the last decade has been relatively impressive, but it has largely been a race to stay in the same place. Further development cannot occur unless the birth rate is stabilized.

Grade 6, The Ways of Man, (TE), Macmillan, Page 347.
We say that a country has arrived at the "take off" point when its industry is growing fast enough to provide its people with a rising standard of living.

Grade 6, The Ways of Man, (TE), Macmillan, Page 388.
If the Chinese had been interested in the mass production of everyday products, no doubt they could have accomplished this. They had the skills necessary for an industrial revolution. What they did not have was enterprising businessmen who wanted to get ahead in the world by building great industrial establishments. That kind of success was not prized. And it would have been difficult to accomplish because of government policy. Practically all the great industries were government monopolies, open only to producers licensed by the government.

Grade 6, The Ways of Man, (TE), Macmillan, Page 513.
More people live in Tokyo-nearly 12,000,000 of them-than in any other city on earth, and yet like so many other cities this giant is dismayingly indifferent to the comfort and conveniences of human beings. Commerce is what counts. This huge sprawling city keeps expanding. Local farmers have grown wealthy selling rice fields at what was once the edge of town. But even as the city grows, rents are soaring, and the middle class is moving to the suburbs.

ECONOMIC GOALS

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 2-2, 4-3, 5-1, 5-8, 5-12, 6-10, and 8-6.
Economic welfare is a goal in most modern economic societies.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 3-1.
The full use of productive facilities directly influence economic welfare.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 7-4.
The size of both the Gross National Product and the population greatly influence economic welfare.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 236.
The American people have discovered that economic instability, insecurity, and injustice are among the results of the growth of our economic system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 238.
Statesmen in the past have been concerned with the goals of the American economic system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 239.
The goals of the American economic system are changing. Many people today are worried about the rapid advance being made in science and technology because of fear of the unknown, fear of mass destruction, fear of unemployment, or disapproval of government priorities--as, for example, spending money on moon flights instead of on improving cities.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 240.
Economic insecurity is a real problem in the American society, especially for the aged.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 241.
Though the American eocnomic system has sucessfully pursued its major goal--growth--it faces serious problems that must be resolved if that progress is to benefit all the American people. This country suffers from unequal economic freedom.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 243.
Some of the causes of economic insecurity include a greater urban population--city families must depend on cash income; people live longer--older people have trouble getting jobs; inflation and depressions create insecurity; greater use of machines causes more industrial accidents; "keeping up with the Jones" causes more spending, less saving.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T127.
For a weak nation, a major war might endanger its political or economic stability.

ECONOMIC GOALS

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 110. Economic growth cannot occur if inventions and improvements are destroyed or nullified by those whose jobs are threatened by them. So society must plan to help those left unemployed by innovations. In the long run, technological improvements lead to more jobs, not to fewer. The problem of social justice is how to take care of short-run effects of technological unemployment. This problem was not faced in the early Industrial Revolution.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 111. The humanitarian attitude helped to bring better conditions and wages for workers because it involved treating other people with consideration. Better conditions, such as shorter working hours, might be expected to come about as the feeling spread in society that a factory hand had a right to live for other things beside work. Better wages would come as productive efficiency improved and employers were less concerned with cutthreat competition.

Grade 6, Cultures in Transition, (TE), Follett, Page T174. David Ricardo, an economic philosopher of the Industrial Revolution, believed that nothing should be done to improve conditions for workers. He reasoned that when employers raise wages due to a shortage of labor, the workers respond by having large families. The result is an over supply of labor that brings wages down again.

Grade 6, Cultures in Transition, (TE), Follett, Page T180. Workers lacked economic security in the early days of the Industrial Revolution. When business was good, people worked. When business was bad, employers cut wages and fired workers. Employers set the hours and rules for work. Workers usually outnumbered jobs. Therefore, they had no choice but to accept the low pay and hard conditions. The law did not allow labor unions. Workers had no legal way to correct the wrongs done to them. Gradually the attitudes of people in power began to change. The English Parliament passed laws in favor of the workers.

Grade 6, Cultures in Transition, (TE), Follett, Page T210. Today one of the advantages of modern technology is that it can produce enough to provide much more for each worker. In the industrial nations of Europe much of this added wealth is being used to give the workers economic security. Now safe working conditions, minimum wages, even minimum vacations and sick leave are required by law in almost all the industrial countries of Europe. The cost is great, however, and taxes are usually high. As a result the average European worker has less money to spend than an American worker would. But he has more security.

Grade 6, Eleven Nations, (TE), Ginn, Page 91. Most Soviet citizens are much better off than their ancestors. One reason is that they enjoy the security of extensive medical care. Everyone receives health insurance and retirement funds.

ECONOMIC GOALS

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 10.
Economic freedom includes a person's right to make full use of his talents and initiative in a job of his own choosing.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 138.
There are several different kinds of economic freedom. One is being able to decide freely what goods or services to produce. Basically, this means deciding what kind of work you want to do. A second kind of economic freedom is being able to decide freely what to do with the goods you produce. This is freedom of distribution. The third kind of economic freedom is being able to consume, or use, goods and services to meet human wants.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 160.
Many Americans were strongly opposed to the New Deal. They believed that by playing such an important part in the economy, the federal government was weakening the free enterprise system and moving the nation to socialism. This, they feared, would destroy economic freedom.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 86.
The Jewish people feel a Jewish state is necessary for their safety and for the protection of their civil rights.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 242.
Transportation helps people work for social justice.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 248.
The world is slowly moving toward a legal order that promotes universal social justice.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 264.
Groups and organizations work to establish world order, justice, and peace.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 324.
The government of India is trying to bring about more economic equality among the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 367.
Labor-saving devises are increasing unemployment. Workers are more interested in higher incomes than in more free time.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T72.
A stable government helps to maintain a stable society.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T107.
Sometimes people will give up political freedoms in exchange for economic security.

ECONOMIC GOALS

Grade 6, Soviet Union, Fideler, Page 7.
The government of the Soviet Union differs in important ways from the government of democracy, such as the United States. The communists believe that individuals should not own their own farms, factories, and mines. Instead the government owns the land and natural resources and controls farming and industry.

Grade 6, The Ways of Man, (TE), Macmillan, Pages T86, T113, T134, and T154.
Most modern societies perceive economic welfare of their people as a desired goal.

EFFICIENCY

Grade 4, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundation Awards, Volume 12, Page 37.
A production process must be efficient. It must produce a quality product for the price it is sold at. Careless work involves a cost: lower profits.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 28.
Managers strive to organize and direct efficient allocations of natural resources, capital resources and human resources in the production process.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 85.
Division of labor and job specialization increase productive efficiency.

Grade 4, Economic Education for Washington Schools: K-6, (DEEP), Page 1
People develop more efficient ways of using their productive resources in order to increase the amount of goods and services they can produce.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 8.
City planners must consider economic efficiency and costs as well as beauty and comfort.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42.
Division of labor, automated factories, and production efficiency in general have lowered the cost of producing a can of food, thus the producer can sell it for less and still make a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 62.
The most efficient cotton-picking machine performs the work faster than people do, but not so efficiently. About a tenth of the cotton bolls are left behind by machines; these would be wasted if left on the plant, so planters usually hire a small force of workers to gather what the machines leave behind or drop.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 88.
Frederick W. Taylor showed that haste did make waste. Too much work made men rush; rushing caused mistakes. The end results were faulty products and accidents.

EFFICIENCY

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 14.
When a person works all day doing the same task, he becomes more efficient or quick and capable; and as a result he makes more goods than he had been able to make before.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 112.
The future growth of the South Central Region depends on the efficient use of human and natural resources.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 40.
The wise management of resources involves very difficult decisions.

Grade 5, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundation Publication: Number 10., Page 39.
People are productive resources and good health is a factor that increases productivity. Poor health and drug abuse, therefore, are economic wastes.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 28.
Managers strive to organize and direct efficient allocations of natural resources in the production process.

Grade 5, Economic Education for Arkansas Elementary Schools. Page 143.
Institutions are creations of man for man. Economic institutions have been devised to help the economy function smoothly and efficiently.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 8.
Conservation of natural resources means using them carefully and efficiently. The government takes part in the conserving of our natural resources.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 11.
Because of technological progress our economic activities are continually changing. Many changes are due to increased specialization. Because of specialization, productive resources are used more efficiently and people are more interdependent.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 8.
Planning increases the functionality of the cities resources.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 124.
Many small farms are inefficient units of production, unsuited to mechanized, scientific methods. The cost of buying and maintaining large machines is high; operation of large machines on small fields is at best unwieldy. The use of modern and efficient farm methods and tools would reduce the number of farmers in the Middle East. One farm machine could replace the hand labor of many men. This has been shown in the United States. There are far fewer American farmers today than fifty years ago. Yet fewer farmers produce far more agricultural products. The trend to fewer farmers and more production will probably continue in the Middle East.

EFFICIENCY

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 14.
A worker is efficient if he is quick and capable.

Grade 5, Man the Toolmaker, (TE) Follett, Page T350.
Efficient farming is essential to city life; farming produces the food surpluses needed to feed the many non-farming specialists who concentrate in urban centers.

Grade 5, The Northeast, Fideler, Page 220.
Although less land in the Northeast is being used for agriculture today than in the past, this region produces larger quantities of farm products than ever before. Northeastern farmers are able to get large yields because they use their land very efficiently.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon (DEEP), Page 15.
In the pre-Civil War period, our economy was becoming more specialized and more efficient. People and regions were concentrating more and more on goods and services that they could make grow particularly well; goods or services that they sold to people in other places.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 97.
It is difficult to know exactly why Spain rose and fell so quickly. Perhaps a primary reason was that, in the long run, absolutism becomes inefficient and out of touch with reality.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 101.
Government by one man can be efficient. There is no need for delay in checking with representative bodies; there is no necessity for compromise to accomodate divergent views; there is no necessity to act within the confines of the rule of law. On the negative side, if the man in power becomes corrupt or inefficient, there is no legal way to remove him from power.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 37.
The principle factor in the wealth of a nation is probably economic efficiency, measured in terms of the number of man-hours needed to produce a given amount of goods. The fewer the man-hours, the greater the efficiency.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 111.
Better wages usually come as productive efficiency improves.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 28.
Managers strive to organize and direct efficient allocations of natural resources, capital resources and human resources in the production process.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 220.
A country has an advantage in the worlds market in both price and quantity when it specializes in producing the things it can produce efficiently and then depends on trade for other things.

EFFICIENCY

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 12. Since specialization promoted the most efficient use of the productive resources, more goods and services are produced from limited resources when specialization and trade take place.

Grade 6, Economics and Our Community, Dawson, J.C.E.E., Page 8. In planning a community, economic efficiency must be considered as well as zoning, industrial development, transportation and cost.

Grade 6, Germany, Fideler, Page 114. In spite of the high crop yields obtained by some West German farmers, agriculture in West Germany faces problems. The most serious problem is the fact that most of the farms in West Germany are too small to be efficient.

Grade 6, In A Race With Time, (TE), Macmillan, Page 180. In Colombia, much of the good agricultural land is used for pasturage rather than for crops. As long as the landowners continue to pay the low taxes on their property, they cannot be forced to change from an inefficient system of agriculture to an efficient method.

Grade 6, Japan, Fideler, Page 149. With good raw materials and modern equipment the Japanese are producing iron and steel more efficiently than most other nations.

Grade 6, Man and Society, Silver, Burdett, Page 307. Industrialization increases the quantity of an item that can be produced and thus permits a relatively small number of specialized workers to meet the needs of millions of other people.

Grade 6, Man and Society, Silver, Burdett, Page 360. Because of industrialism, fewer people produce more goods in less time.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 165. When businesses are able to expand their markets, they are able to use their resources more efficiently and lower production costs.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 256. India's leaders knew that India had enough resources to make it one of the richest nations in the world. But India's resources were not being used efficiently enough to allow the nation to grow as fast as India's leaders knew it could. Efficient use of resources is use with the least amount of waste. In order to become mature, a developing economy must begin to use its resources efficiently.

EFFICIENCY

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 274.
Factories can efficiently produce the manufactured goods needed by the people of the United States. Because factories are so efficient, it is not necessary for everyone in the United States to work in a factory. Some people can produce services instead. In the United States, a great deal of effort is made to use scarce resources efficiently.

Grade 6, Soviet Union, Fideler, Page 120.
Government control of Soviet industry caused problems. It was impossible for government planners to know all the needs and problems of every factory in a country as large as the Soviet Union. As a result, the plans they made were not always practical. The factory managers were unable to use their own ideas fully because they had to follow government plans. Often they did not produce goods efficiently. In 1964, the Soviet government began to experiment with a new system for running the nation's factories. Some factories were permitted to keep part of their profits. The factory managers could use this money to reward their employees for good work and to improve methods of production. The factories in the experiment became so much more efficient that, by the end of 1969, the new system was being used in three-fourths of the factories in the Soviet Union.

Grade 6, The Ways of Man, (TE), Macmillan, Page 84.
Agriculture had an important part in Russia's five-year plans. Industrialization meant a need for large numbers of workers. These workers had to come from the farms. This meant that there would be fewer people to run farms. This is the case in all industrialized countries. If farms are to be run with fewer workers, they must be more efficient. One way to make farmers more efficient is to use farm machinery.

Grade 6, The Ways of Man, (TE), Macmillan, Page 231.
The success of agriculture, and the livelihood of the population, was tied to efficient use of the water of the Nile. Efficient use meant controlled use.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 4, Adventure: Economics, Ohio, Page 63.
The factors of production are the land, labor, capital and entrepreneurship used in the production process.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 5.
Resources are anything that can be used to satisfy human wants.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 11.
Productive resources are resources that can be used to produce other things. Productive resources are generally grouped into three main categories: land, labor and capital.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 11.
Decisions on the allocation of resources are influenced by cultural and political factors. Collective goods and services can be provided only when the necessary resources are available.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 28.
Every economic system faces the basic fact of scarcity becuase there are not enough productive resources to satisfy the wants of the people.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
People from households go out to sell their productive resources.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 43.
All labor, management and any other production activities are grouped together and called productive resources or productive services.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 80.
Each region combines factors of production (raw materials, tools, and machines, and workers) differently under the guidance of innovative entrepreneurs to compete in national and world markets.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 82.
Manufacturing regions are areas where raw materials, workers, entrepreneurs, and savings come together to produce finished goods.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 98.
Natural resources, combined with specific cultural and technological factors, have brought economic well-being to the South Central Region.

Grade 5, Adventure: Economics, Ohio, Page 63.
The factors of production are the land, labor, capital and entrepreneurship used in the production process.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 5.
A resource is anything that can be used to satisfy human wants.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 11.
Productive resources are resources that can be used to produce other things. Economists generally group productive resources into three main categories: land, labor and capital.

Grade 5, American Neighbors, Fideler, Page 4-62.
Sao Paulo became an important industrial center in South America for several reasons. Modern factories need power to run their machinery, and skilled workers to tend the machines. They also need efficient transportation to bring raw materials to the factories and to take manufactured goods to market. All of these are available in Sao Paulo.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-6 and 3-9.
Location of production relates to factors of production: land, labor, and capital.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-1.
Factors of production are subject to change; therefore, geography is concerned with changing patterns of land use.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 8-1.
Man's utilization of natural resources is related to his desires and his level of technology.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 5.
Producers may change the kinds, proportions and amount of the productive resources they use.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 7.
The productive resources a country possesses affect the amount and kind of goods and services that are produced. The quality and quantity of the productive resources change due to discovery, population growth, education, technological progress and capital formation.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP). Page 22.
Even though productive resources exist, they may remain unused because of the lack of knowledge of how to use them.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 44.
Industries need raw materials, transportation systems, capital, skilled labor, power, and potential markets to get started. The Middle East, and undeveloped area, has none of these resources to the extent necessary for rapid industrial development.

Grade 5, Midwest and Great Plains, Fideler, Page 100.
More mills and factories were built in the Midwest than in the Great Plains states. This was partly because more natural resources were available in the Midwest. Also, there were more people to work in industry and to buy the goods that the mills and factories produced. The Great Lakes and other waterways of the Midwest also helped industry to grow here. Bulky raw materials such as coal and iron ore could be transported cheaply along these water highways.

Grade 5, Midwest and Great Plains, Fideler, Page 222.
A combination of disadvantages has held back the growth of industry in the Great Plains states as a whole. First, most parts are not served by major waterways. There, bulky goods such as coal and steel have to be shipped by train or truck. Second, the Great Plains states lack some of the mineral resources essential for modern industry, especially iron ore and high grade coal. Finally, the Great Plains states as a whole are sparsely populated. As a result, markets here are small and there is not a large supply of factory workers.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 5, One Nation: The United States, (TE), Ginn, Page 114.
Economists tell us that we will need four things to produce any item. They call these factors of production. They are (1) land or natural resources, (2) labor or human resources, (3) management, and (4) capital.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Oil wells, refineries, and chemical industries all require money, machinery and well-trained people. Sometimes the nation that has the crude oil does not have the other resources necessary for an industry.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
To produce goods at a profit, producers must pay the costs of producing, or making their products. They must pay their costs of production for such things as: raw materials, labor, equipment, public services, and property.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 228.
Like any business, a laundry has costs. It uses water, and gas or oil to heat it. The laundry owner uses chemicals to clean the clothes. He must pay for machines and tools. He must pay for his land and building. He must pay for electricity to light the laundry building. He must also pay taxes to his state government, and to the government of the United States.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T73.
Land and people are two things that every community must have.

Grade 5, The South, Fideler, Page 87.
After the Civil War, many businessmen realized that the South needed more manufacturing and trade. Since cotton and cheap labor were both plentiful in the South, some manufacturers built textile mills.

Grade 5. This Favored Land, (TE), Macmillan, Page 116.
Raw materials, plus power, plus good workers, plus technology (know-how) are not enough to industrialize. There must be money to build new machines. Good managers must bring these ingredients together.

Grade 5, This Favored Land, (TE), Macmillan, Page 338.
Most industries seek locations with the lowest transportation costs. This means they want to either be close to their markets or near the raw materials. The cost of making a product includes the cost of buying the raw materials, the cost of labor (the workers), the cost of power to run the factory, and the cost of transportation, (both the cost of bringing the raw materials and the cost of shipping the product to market).

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 5, The West, Fideler, Page 196.
A factory needs many things. First, money is needed to start a factory and to keep it operating. The factory must have raw materials. It must also have machines to change the raw materials into manufactured goods. Power is needed to run the machines. The factory also needs skilled workers. Railroads and other kinds of transportation are needed to bring raw materials to the factory and to carry manufactured goods to the customers. Most of these things that factories need can be found in the large industrial areas of the West.

Grade 6, Adventure: Economics, Ohio, Page 63.
The factors of production are the land, labor, capital and entrepreneurship used in the production process.

Grade 6, Economic Education Curriculum Guide: Oklahoma. Page 11.
Decisions on the allocation of resources are influenced by cultural and political factors. Collective goods and services can be provided only when the necessary resources are available.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 92.
It takes people, tools, raw materials and management to produce anything of material value. Man's use of resources is related to his desires, customs and level of technology.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 195.
In general we could say that resources are extended to the highest level of efficiency through the specialization of all productive resources.

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 4.
The amount and kind of productive resources a country possesses and how well they are used affect its productivity.

Grade 6, In A Race With Time, (TE), Macmillan, Page 146.
In addition to natural resources, the development of manufacturing depends on several other things. It takes money and technical experts to build plants. It also requires training a large number of skilled workers. Equally important, the governments of the Caribbean countries must be well-run. Businessmen want stable governments in places where they build and operate factories.

Grade 6, Investigating Man's World: Inter-American Studies, Scott, Foresman, Page 22.
By comparing and contrasting the relationship of the four factors of production (natural resources, human resources, capital resources and management), to the supply of goods and services desired, the pupil observes that Canada's businesses need foreign investments for capital.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 191.
Industrialization anywhere is based on certain things: There must be a market for the goods produced. There must be power; that is, a source of fuel or steam or electricity to run the machines. There must be raw materials to feed the machines, and there must be people educated enough to run them. There must be more educated people to design the machines, build them, and run the factories; and, there must be money to invest to buy machines and build factories. India has all of these in some measure. It desperately needs more.

Grade 6, Our Working World: Regions of the World, (T) 2nd ed., S.R.A., Senesh, Page 221.
Latin America's economic growth is hampered by a lack of savings and of investment in natural and human resources, a low level of technological development, poor marketing facilities, and competition from more efficient foreign businesses. By-and-large, the Latin American countries have not developed the factors of production available in their countries.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 244.
Three kinds of resources--land, people, and capital--are needed to make the products used by a society. Sometimes natural resources are referred to simply as land--not only earth but all the resources found in nature. Any tool or money which is used to make something else is called capital.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T121.
Industries, and therefore cities, tend to spring up where certain factors, such as markets, transportation facilities, power, and the accessibility of raw materials, are favorable.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 152.
New England lacks raw materials, but it has another important resource. It has large numbers of highly skilled workers.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 181.
Cotton needs a warm climate and lots of rain. The Southeast, of course, has both. In the later eighteenth century, it also had plenty of land. Black slaves, from the tobacco plantations were there to do the work. Machinery for making cloth had been invented. More people began to wear cotton clothing. That meant a bigger market for raw cotton.

Grade 6, The Ways of Man, (TE), Macmillan, Page 260.
All new nations want to move forward. All want to build up their own manufacturing industries. But all these new nations lack one or more of the things needed if industry is to grow. They need capital funds with which to build and equip factories. There are too few people who are able to become managers. Means of communicating and of transporting goods must be created in order to make the whole continent a market for the goods that local factories would turn out.

FACTORS OF PRODUCTION: GENERAL (CAPITAL, LABOR, LAND, MANAGEMENT)

Grade 6, The Ways of Man, (TE), Macmillan, Page T140.
The economy of a country, or region is related to available resources, investment, capital, and the educational development of its people.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, Adventure: Economics, Ohio. Page 63.
Machines, tools and factories are capital. Capital provides productive equipment necessary for the production of goods and services.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamado. Page 14.
Capital is defined as the man-made things that are used to produce other things -- tools, machines, factories. Capital is not necessarily money, the correct term for money is money capital.

Grade 4, Colonial America, Fideler, Page 99.
Throughout colonial times, there was no farm machinery, so all the farm work had to be done by hand.

Grade 4, Communities Around the World, Sadlier, Page 16.
Everywhere in the world people use tools. But people do not use the same kinds of tools. The tools people use can tell you about how they live.

Grade 4, Communities Around the World, Sadlier, Page 35.
Machines and tools are things that people use. They use machines and tools to do work for them. Americans use more machines than any other people in the world.

Grade 4, Communities Around the World, Sadlier, Page 203.
Asian farmers use few machines. They still use a wooden plow, pulled by an ox. Asian farms are too small for machines.

Grade 4, Communities Around the World, Sadlier, Page 205.
Machinery is needed to dig out coal, iron, and other minerals. Asian factories do not make enough machines to use the continent's rich minerals. So, many minerals stay in the ground.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 27.
Capital resources, tools, machines, factories, etc., help produce goods and services better and faster.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 84.
Capital resources are those goods which are used to produce other goods and services. Capital consists of anything that can extend or enlarge man's power to perform economically useful work. It means tools, machines, equipment and buildings are used in the production process. Capital tools operate to make human labor more productive.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, Economic Education for Arkansas Elementary Schools, Page 187. Modern inventions have helped man to overcome nature's limitations. Development of new energy resources has helped man to increase production. Advancement and inventions have increased efficiency with which we use our resources.

Grade 4, The Environment We Live In, (TE), Follett, Page T75. As man developed more and better tools, he became a builder capable of reshaping and altering his surroundings.

Grade 4, The Environment We Live In, (TE), Follett, Page T176. The Industrial Revolution meant advances in farm mechanization. Less labor was required by fewer people to produce more abundant crops.

Grade 4, Great Americans, Fideler, Page 22. To make life safer and more comfortable for his fellow men, Franklin invented several useful articles.

Grade 4, Industry: Man and the Machines, (TE), Allyn and Bacon, Page 1. Mechanization reduces the amount of human labor needed to produce food, thus releasing men and women for other work. Automation is now releasing an increasing number of workers for jobs in service industries.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 22. The canning industry responded to increased demand by continuing to make improvements in processing and machinery.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 31. Today nearly every cannery operation can be done by machines or by a combination of people and machines.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 36. Canners must invest a large amount of capital in their businesses.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42. Division of labor, automated factories, and production efficiency in general have lowered the cost of producing a can of food, thus the producer can sell it for less and still make a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 61. The invention of the cotton gin made it possible for cotton to be processed in great quantities.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 62. The most efficient cotton-picking machines perform the work faster than people do, but not so efficiently.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, *Industry: Man and the Machine*, (TE), Allyn and Bacon, Page 71. Spinners and weavers disliked weaving machines because they feared being put out of work by these mechanical devices, which did most jobs faster and more easily and efficiently than human beings could. At first some spinners and weavers were replaced by machines, but many were retrained to operate the machines or to work in other areas of the textile or garment industries. The more complicated a machine is, the greater the amount of division of labor it represents, because of the large number of specialists required to make that machine.

Grade 4, *Industry: Man and the Machine*, (TE), Allyn and Bacon, Page 107. Heavy earth-moving equipment and dynamite were not used in roadbuilding fifty years ago. Building mountain roads was slow, dangerous, and arduous work without the modern equipment of today.

Grade 4, *Industry: Man and the Machine*, (TE), Allyn and Bacon, Page 147. The Industrial Revolution caused technological unemployment just as automation is causing it today. But the Industrial Revolution also brought demands for a more skilled work force, just as today.

Grade 4, *Industry: Man and the Machine*, (TE), Allyn and Bacon, Page 163. The greatest change that the Industrial Revolution brought about was the replacement of human or animal power with mechanical power. This change caused many other changes. The Industrial Revolution and use of machines enabled men to plan mass production techniques.

Grade 4, *Industry: Man and the Machine*, (TE), Allyn and Bacon, Page 173. Mechanized farming is a method of machine-powered agriculture. Through the use of machines such as tractors, harvestors, and cultivators, farming procedures become more efficient so that more crops can be planted and harvested by fewer workers; the many workers thus freed from farming may find jobs in manufacturing or service industries.

Grade 4, *Investigating Communities and Cultures*, (TE), American Book Co., Page 1-5.
Machines help people work and have fun.

Grade 4, *Investigating Communities and Cultures*, (TE), American Book Co., Page 4-1.
Technological "revolutions" have taken place several times in man's history.

Grade 4, *Investigating Communities and Cultures*, (TE), American Book Co., Page 4-4.
The use of machines helped increase the productivity of farmers who provided food to support the many people in the cities.

Grade 4, *Investigating Communities and Cultures*, (TE), American Book Co., Page 145.
Modern technology was the real influence that speeded the rapid growth of cities. Many new inventions enabled a single farmer to do the work that many men had done before.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 146.
Machines put men out of work on farms, but they created new jobs for them in the cities. As more and more farmers began to use machines, new factories were set up to make them. These factories needed workers, and many people left farms to work in the factories.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-3.
Machines help increase production on farms, however, they cannot always be used.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 14.
All goods, such as tools, which are used in the production of other goods are called capital goods or capital for short.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 44.
After causing extensive damage of the Great Plains Region by disregarding its natural limitations, man learned to use science and technology to effect constructive change. Man's impact on the Great Plains Region has increased with sophisticated tools.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 208.
New England has used innovations in science, technology, and ideas to adapt successfully to changes in the economy.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 216.
Machine tools are very important to industry.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 35.
Early farming was hard work, since man had only simple tools.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 37.
Like people of long ago, people of today need tools. Men have tools made of various materials. They depend on other workers to make the tools. Most of the materials for our tools comes from the land.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Pages 85 and T57.
When people first started to can salmon, all the work had to be done by hand. Machines now do much of the work.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 90.
The Aruacanian Indians of southern Chile have very simple hand tools.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 107.
People learned that they could use machines to help them make things faster.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 158.
Before machines were invented for harvesting wheat, farmers had to cut the wheat by hand. This way of threshing took a long time and was very hard work.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T36.
People have invented tools to make work easier.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T87.
Modern machinery allows farmers to grow far more wheat then they need to meet their own needs. The farmers can sell this wheat to others.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T101.
Modern machinery has helped make mining easier and safer.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T116.
People can do increased amounts of work by utilizing animals and machines.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T71.
The Incas had no machinery or large beasts of burden to carry heavy loads.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T82.
Technology permitted the flowering of agriculture and industry that characterizes the California economy today.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T87.
The invention of the steam engine led to the development of many other machines.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T91.
The increasing level of technology in many parts of the world has had both good and bad results.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 27.
If someone is to do a job properly, he needs the proper tools. A worker's tool is only as good as his ability to use it.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 55.
Technology is all the equipment or tools that people use for everyday living and the way the equipment is used.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 141.
A modern plantation uses the most advanced ideas in growing its special crop. There is machinery to do many of the jobs that take too long to do by hand.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 208.
With the help of machinery, one man can plant about 100 acres a day.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 209. Farm machinery costs many thousands of dollars, but the machines make it possible for a large area of land to be farmed by a few people.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 99.
Tools make man more productive.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 228.
Tools and opportunity only become active resources when skilled people care enough to use them.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 231.
With machine tools, factories make more goods in less time.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 255.
The Pilgrims brought tools with them, realizing their importance.

Grade 4, Web of the World, (TE), Macmillan, Page 27.
When water power was initiated, machines had to be placed near falling water.

Grade 4, Web of the World, (TE), Macmillan, Page 120.
Productivity can be increased by efficient workers, a good manager, or better tools.

Grade 4, Web of the World, (TE), Macmillan, Page 129.
In the automobile industry, there is almost $52,000 worth of machinery for each worker on the production line.

Grade 4, Web of the World, (TE), Macmillan, Page 133.
Capital goods are things used to produce other things. Machinery and factory buildings are capital goods.

Grade 4, Web of the World, (TE), Macmillan, Page 169.
Factories cannot use division of labor and expensive machinery unless they can make and sell large numbers of whatever they make.

Grade 4, Web of the World, (TE), Macmillan, Page T10.
As people's ideas and technologies change, their ways of living and use of their environment may change.

Grade 4, Web of the World, (TE), Macmillan, Page T81.
The more (or less) a country is able to allocate for the formulation of capital the more (or less) it is able to produce.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, Adventure: Economics, Ohio, Page 63.
Machines, tools and factories are capital. Capital provides the productive equipment necessary for the production of goods and services.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 14.
Capital means man-made things that are used to produce other things -- tools, machines, factories. Money is a special form of capital, it is referred to as financial capital or money capital.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 29.
In places where labor is expensive and capital is relatively cheap, production processes are capital-intensive.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 57.
Captain John Smith taught the colonists at Jamestown how to make and use tools. One of these tools was a chisel made from iron.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 162.
Before 1790, Americans had depended on textiles from England for making clothing. In Britain a machine had been invented that could spin raw cotton into thread.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 225.
With McCormick's reaper it was possible to harvest in one day a field of grain which would have taken six days to cut with a scythe.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 243.
The invention of various kinds of farm machinery made it possible for children to spend more time in school.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 313.
Through the years, American scientists have been leaders in producing devices to save labor and make life easier.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 317.
Improvements in farm machinery have made much manual labor unnecessary. A simple farm machine can do the work of several men. One farmer on a mechanized farm can grow more crops than four farmers could thirty years ago.

Grade 5, American Neighbors, Fideler, Page 2-36.
To become an industrial nation, Mexico needs more prosperous farmers. Most of the farmers in the remote regions are very poor. They use crude farming tools and primitive farming methods.

Grade 5, American Neighbors, Fideler, Page 4-4
In a developed country like the United States, most goods are produced with the help of modern machines that are run by motors. In the South American countries, however, people still produce many of the things they need either by hand or with simple machines powered by the muscles of men and animals.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, American Neighbors, Fideler, Page 4-6
Most South American countries are making progress in improving agriculture and developing new industries. New farm machines and better agricultural methods are helping to raise crop production.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 1-2, 1-6, and 8-1.
Man's utilization of natural resources is related to his desires and his level of technology.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-6, and 3-9.
The level of man's technology affects how he produces and consumes his goods.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 103.
During the late 1700's many new ideas were sweeping England. These ideas together, added up to a revolution--now called the Industrial Revolution. It began in the English cloth industry where English inventors built machines powered by the steam engine. These machines could spin cloth much faster than people could.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 118.
In 1793, Eli Whitney, invented the cotton gin. This was a simple machine that could pick the seeds out of cotton much faster than could be done by hand.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 180.
To make interchangeable parts, Whitney used machine tools. These are machines that make parts for other machines.

Grade 5, Canada, Fideler, Page 194.
A tool is anything that a person uses to help him do work. In all communities, people use tools to help them meet their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 27.
Capital resources -- tools, machines, factories, etc. -- help produce goods and services better and faster.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 88.
One of the reasons for the constant research that goes on in America is to try to find hidden potential resources, to find ways to convert unused portions of resources into productive resource use, and to find profitable new ways to use the things around us.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 10. The amount of capital resources available to a country depends on the willingness and ability of the people to save their income and upon their ability to borrow from abroad.

Grade 5, In These United States, Heath, Page 75. When machines were used for manufacturing, the owners needed a cheap way of making the parts for these machines. Handmade parts were too expensive.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 44. Since he can seldom produce a surplus, a tenant farmer cannot accumulate capital with which to buy land.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 64. Surplus products can be converted into capital, which a nation can invest in machines, transportation facilities, agricultural improvements, etc., to increase production and raise the standard of living.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 124. Modern and efficient farm methods and tools would reduce the number of farmers in the Middle East. One farm machine could replace the hand labor of many men.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 14. Better goods and services can be produced if time is spent improving tools and equipment.

Grade 5, Man the Toolmaker, (TE), Follett, Page T50. The use of stone tools helped man produce more items more efficiently and helped him prepare for future needs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T64. Making a tool, compared with simply using a found object, requires planning, skill, and an investment of time. Good toolmakers would be better equipped to defend themselves and to hunt food, thus having a better chance to survive and have offspring.

Grade 5, Man the Toolmaker, (TE), Follett, Page T65. When people make a big change in their technology, they usually must make big changes in the rest of their culture. Big changes in technology can change man's whole way of life.

Grade 5, Man the Toolmaker, (TE), Follett, Page T87. Tools simplified hunting and made possible better and more varied use of skins, bones, and antlers.

Grade 5, Man the Toolmaker, (TE), Follett, Page T151. The great variety of tools at Jarmo tells what kinds of work these people were doing. Over 100 thousand pieces of chipped stone tools were found. Many of these tools were used in farming.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, Man the Toolmaker, (TE), Follett, Page T224.
Roman technology could have provided machines for doing much of the heavy work. The Romans knew how to build water mills to grind grains, for example. These mills were fast, and cheap to run.

Grade 5, Man the Toolmaker, (TE), Follett, Page 234.
The development of new tools was necessary to the beginning of cities and the growth of urban empires.

Grade 5, Man the Toolmaker, (TE), Follett, Page T279.
A small amount of cloth would be handmade by many workers in India; in the same time much cloth would be machine made by one worker in England.

Grade 5, Man the Toolmaker, (TE), Follett, Page T320.
In nonindustrial countries most of the crops raised to sell come from large farms run by businessmen. Often these businessmen are from foreign industrial countries. They use modern machines and trained farm specialists to run these farms, sometimes called plantations.

Grade 5, Midwest and Great Plains, Fideler, Page 24.
More food is produced in the corn belt than in any other area of the same size in the world. One reason for this yield is that most parts of the corn belt are level and farmers find it easy to use tractors and other farm machines to cultivate their land.

Grade 5, Midwest and Great Plains, Fideler, Page 93.
The development of new farming methods and tools encouraged people to come to the Great Plains. By the time the railroads were built and brought people to the plains, steel plows had been developed that could cut through the heavy sod of the plains.

Grade 5, Midwest and Great Plains, Fideler, Page 103.
During the years when factory methods and machines were being improved, people also learned better ways of farming. New and better farm machines were developed. The first machines were pulled by horses. In the early 1900's however, farmers began to use gasoline-powered tractors. A farmer who used a tractor to pull his machines could farm more land than one who did not.

Grade 5, Midwest and Great Plains, Fideler, Page 106.
Before the new farm machines and farming methods were used, a farmer could raise enough food for only a few people. Many farmers were needed to produce enough food for everyone. As the new machines and methods were developed, it became possible for a farmer to raise enough food for many people.

Grade 5, Midwest and Great Plains, Fideler, Page 167.
The use of modern farm machinery has helped farmers in our country to produce more food.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, Midwest and Great Plains, Fideler, Page 179.
The development of cotton-harvesting machines in the 1930's and 1940's gave farmers in western Texas an advantage over farmers in many other cotton-growing areas. With the new machines, farmers could harvest their cotton more rapidly and efficiently than was possible by hand.

Grade 5, Midwest and Great Plains, Fideler, Page 226.
Michigan, and the other midwestern states make nearly two-thirds of the nation's machine tools. These machines cut, grind, and shape metal to make parts needed in the manufacture of other machines.

Grade 5, Midwest and Great Plains, Fideler, Page 236.
A tool is anything that a person uses to help him do work. Some tools, such as hammers and shovels, are very simple. Other tools are large or complicated. Tools that have a number of moving parts are called machines. The early pioneers who came to the Midwest brought with them several important kinds of tools. Among these were the rifle and the axe.

Grade 5, Midwest and Great Plains, Fideler, Page 237.
Today the people who live in the Midwest and Great Plains use many kinds of modern machines to produce the goods they need. Many of these machines are very complicated, and are run by electricity.

Grade 5, The Northeast, Fideler, Page 89.
Beginning about the middle of the eighteenth century, three important developments occurred in the way goods were produced. First, many new machines were invented to help people make things more quickly and easily. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines.

Grade 5, The Northeast, Fideler, Page 202.
Only a company with large amounts of capital can afford to build large steel producing plants.

Grade 5, The Northeast, Fideler, Page 206.
Capital is needed to start the factory and to keep it operating.

Grade 5, The Northeast, Fideler, Page 211.
In the Northeast, more workers are employed in the manufacture of machinery than in any other industry.

Grade 5, The Northeast, Fideler, Page 226.
Large farms use many special kinds of machinery for planting, cultivating, and harvesting their crops.

Grade 5, One Nation: The United States, (TE), Ginn, Page 51.
About a century ago, a great many black people in the South lived and worked on farms. With the introduction of automatic farm equipment, fewer farm workers were needed. Many black farm workers lost their jobs.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, One Nation: The United States, (TE), Ginn, Page 110.
Coal mining is a highly automated industry today. Machines now can do the work of a great many miners.

Grade 5, One Nation: The United States, (TE), Ginn, Page 115.
Land and resources, buildings, tools machines, raw materials, and some manufactured items are all referred to as capital by economists.

Grade 5, One Nation: The United States, (TE), Ginn, Page 258.
Wherever they settled, Indians led and developed different ways of life according to their existing and their developing technology. It was technology that allowed a tribe to make the most out of a certain environment.

Grade 5, One Nation: The United States, (TE), Ginn, Page 300.
A colonial farmer's tools were simple but very effective. Some farmers had wooden plows, but for most farmers a simple wooden hoe was the most important farm tool.

Grade 5, One Nation: The United States, (TE), Ginn, Page 324.
By the 1770's farming methods had improved considerably. This was due in large, to the improvements in farm tools. For example, the cutting parts of most hoes and plows were now made out of iron instead of wood.

Grade 5, One Nation: The United States, (TE), Ginn, Page 373.
The spinning jenny was built in 1760 by an Englishman named James Hargreave. It was a better spinning machine than any invented up to that time. Hand-operated spinning wheels could spin only one thread at a time. Hargreave's spinning machine spun eight. Mills were built for the new machines in England. They were too big to be used in homes. Some men with money to invest decided to buy many of the mechanical spinning machines and looms. They set up the new machines in large buildings and hired men and women to operate them. The large buildings were called textile mills.

Grade 5, One Nation: The United States, (TE), Ginn, Page 440.
In 1890, the textile mills of New England were producing about three-fourths of all the cotton cloth used by Americans. However, after the Civil War, textile mills were opened in the South. In New England cities, shoes were an important product. In 1883, a black worker named Jan Matzeliger invented a machine that speeded up the making of shoes. Factories used his machine and increased their production. The invention of refrigerated railroad cars made it possible for Chicago to prepare meat for almost every part of the country all year long.

Grade 5, Our Working World: The American Way of Life, (TE), 2nd ed., S.R.A., Senesh, Page 106.
Improved farm machinery created surpluses in farm products that enabled farmers to feed a growing city population. Factories using machinery attracted people to the cities. Some machines improved transportation, bringing people to cities and improved trade between cities.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 70.
Cro-Magnon people must have taught their children how to get food and make tools.

Grade 5, The Social Sciences: Concepts and Values (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 78.
Early man used very simple tools.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 85.
Knowledge and use of tools were necessary before man could cultivate crops.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanvich, Page 130.
Many people from outside Alaska have brought their foods to the Artic. They have brought tools to make work easier. They have brought guns to hunt reindeer and seals. These once plentiful animals are now scarce. Eskimos now have trouble getting enough to eat by hunting, even with modern guns.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 212.
Scientists have learned to make better tools to help divers adapt to the special environment under the ocean.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
Property is land and buildings. Both may be either rented or bought for their use in the production of goods and services.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 240.
In most American Homes there are several machines that do the work that people once had to do themselves.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 79.
Indian weapons were made with crude tools.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 183.
Colonial farmers used an axe to cut trees and clear ground for farming. Some of the colonists soon began using wooden plows in preparing the soil for planting. Improved tools helped colonial farmers produce more crops.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 191.
The Colonists gradually began to make their own tools and machines.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 337.
Machinery in American factories helped reduce the cost of manufacturing goods. As American industry began to use more machinery in factories, the goods they produced became cheaper. Fewer workers were needed as machines took their place. The method of using machinery rather than people to produce goods is called automation. New machinery has meant that the American farmer can farm larger areas in less time.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T83.
The technological level of a society affects how well it is able to supply the goods and services that its people need and want.

Grade 5, The South, Fideler, Page 89
In order to make a living from their land, the southern landowners were forced to use more machinery and better farming methods.

Grade 5, The South, Fideler, Page 105.
In order to use the earth's resources to meet their needs, people must have many different kinds of tools and machines. Modern industry would not be possible without the use of many different kinds of tools and machines.

Grade 5, The South, Fideler, Page 131.
Much of the work that used to be done by people with little or no special training is now done by automatic machinery. Machines are even being made that can do the jobs of some skilled workers. The use of machinery that requires few, if any, human operators is called automation.

Grade 5, The South, Fideler, Page 166.
New equipment is changing southern farming. Modern farm implements such as tractors and machanical cotton pickers are doing work that was formerly done by human labor. A mechanical cotton picker can harvest cotton fifty times faster than a man can harvest it by hand.

Grade 5, The South, Fideler, Page 230.
Scientists believe that man began to make and use tools more than two million years ago. For hundreds of thousands of years, tools remained much the same. About nine thousand years ago, people began to invent new kinds of tools to help them plant and harvest crops.

Grade 5, The South, Fideler, Page 233.
As machines became larger, heavier, and more complicated, they could no longer be placed in the workers' homes. Special buildings called factories were constructed where the workers came to operate the machines.

Grade 5, South America, Fideler, Page 71.
For hundreds of years, the people of South America made by hand almost everythings they used. Today, in many villages, people still make almost everything they use. Some of these people even use the same kinds of tools their ancestors had long ago.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, South America, Fideler, Page 133.
A tool is anything that a person uses to help him do work. In all communities, people use tools in meeting their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon (DEEP), Page 13.
With new land and growing population, we could have produced more even if nothing else had changed during the pre-Civil War period in the United States. But things were changing. We were introducing new inventions and new ways of doing things. We were building up our supplies of machinery and factories (capital). Our living standards began to improve because we were producing more goods and services per person.

Grade 5, This Favored Land, (TE), Macmillan, Page 49.
The colonial farmer's tools were heavy, hard to use, and did not do a very good job. Two men, or a man and a boy, with two or three horses or oxen pulling, could plow only one or two acres a day.

Grade 5, This Favored Land, (TE), Macmillan, Page 110.
In 1800, new mills made thread and cloth faster and more cheaply than ever before. As a result, the cost of plain cotton cloth dropped from about forty cents a yard to about five cents a yard. The use of power-driven machinery started the factory way of making goods.

Grade 5, This Favored Land, (TE), Macmillan, Page 228.
In the 1840's and 1850's, important changes were taking place in farming. In these years machines for seeding, mowing, reaping, and threshing took the place of the simple farm tools of earlier years. With improved methods of farming, a smaller percentage of the workers in the country were needed to produce goods and other products for a growing population.

Grade 5, This Favored Land, (TE), Macmillan, Page 270.
In the humid prairies wood was hard to find. Ways of living and farming had to change, but the change was possible. Many new methods and inventions needed for life in this new natural environment were worked out.

Grade 5, This Favored Land, (TE), Macmillan, Page 277.
Prairie blacksmiths and manufacturers learned to make a smooth plow of steel and a new kind of iron. The soil did not stick to this plow. They also learned to make lighter plows that broke the soil more efficiently.

Grade 5, This Favored Land, (TE), Macmillan, Page 354.
As the years go by, new machines are developed. The early machines become out-of-date. When New England textile mills faced the need to make big changes in their factories, many decided to build new plants in the South instead. New England lost much of its textile industry.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 5, This Favored Land, (TE), Macmillan, Page 372.
Fewer farmers are needed to farm the land because machines make the work easier and faster.

Grade 5, This Favored Land, (TE), Macmillan, Pages T40, and T92.
The use of resources depends on the nature of an economic system, the values of people, and their level of technology.

Grade 5, This Favored Land, (TE), Macmillan, Page T87.
Production becomes greater as industrialization spreads to more industries; workers produce more in each hour they work because they are working with power-driven machinery. In other words, workers become more productive.

Grade 5, This Favored Land, (TE), Macmillan, Page T131.
The economy of a region is related to available natural resources, human knowledge and skills, and tradition.

Grade 5, The West, Fideler, Page 169.
The Tools used in modern-day lumbering are quite different from those used before the 1900's.

Grade 5, The West, Fideler, Page 176.
Most of the salmon caught in Washington, Oregon, and northern California are taken to canneries near the river mouths. Nearly all the work is done by machines.

Grade 5, The West, Fideler, Page 193.
Many machines are used in making paper.

Grade 5, The West, Fideler, Page 227.
Beginning about the middle of the eighteenth century, three important developments occurred in the way goods were produced. First, many new machines were invented to help people make things more quickly. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines. As machinery became larger, heavier, and more complicated, they could no longer be placed in the workers' home. Special buildings were constructed where the workers came to operate the machines.

Grade 5, The West, Fideler, Page 256.
In Hawaii there are few large factories that make machinery or other metal products. However, one steel mill has recently been built on Oahu.

Grade 6, Adventure: Economics, Ohio, Page 63.
Machines, tools and factories are capital. Capital provides the productive equipment necessary for the provision of goods and services.

Grade 6, Africa, Fideler, Page 28.
The Nile Valley was extremely well suited to farming. Because most of the land was level, it could be cultivated fairly easily with simple farm tools.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Africa, Fideler, Page 29.
Metal tools are generally stronger and more useful than tools made out of stone.

Grade 6, Africa, Fideler, Page 38.
Some of the people in western Africa learned to make tools and weapons from iron. With iron tools, the people of western Africa were able to meet their needs more easily.

Grade 6, Africa, Fideler, Page 113.
Most Africans make their living by raising livestock or growing crops. Many of these farmers are very poor. Except on large farms and plantations, very little modern farm machinery is used in Africa.

Grade 6, Africa, Fideler, Page 141.
Unlike the people who live in developed areas of the world, the people of Afrcia produce most of the things they need by hand, or with tools that are powered by the muscles of men or animals.

Grade 6, Africa, Fideler, Page 144.
Beginning about the middle of the eighteenth century, three important developments occurred in the way goods were produced. First, many new machines were invented to help people make things more quickly and easily. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines.

Grade 6, Africa, Fideler, Page 160.
A tool is anything that a person uses to help him do work. In all communities, people use tools to help them meet their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 25.
Technical improvements in navigation and shipbuilding made possible the exploration of the globe by European sailors.

Grade 6, British Isles, Fideler, Page 104.
The spinning jenny, the spinning mule, the power loom, and the cotton gin made the production of cloth easier and the cloth itself cheaper and more plentiful.

Grade 6, British Isles, Fideler, Page 105.
Most of the heavy spinning and weaving machines were so large and required so much power that they could not be used at home. Men constructed special buildings for them. More and more people began to spin and weave cloth in these new factories instead of at home.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, British Isles, Fideler, Page 123.
A tool is anything that a person uses to help him do work. In all communities, people use tools to help them meet their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple. Today, people use many different kinds of machines to produce goods.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 93.
Workers often fear that new machines will speed up production and put many of them out of work. We call this technological unemployment.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 104.
Capital accumulation is absolutely necessary for a drastic increase during industrialization. The reason is obvious; labor and materials used to produce capital goods have to be subtracted from the resources that otherwise would produce consumer goods. In other words, unless a large capital surplus has been built up, production of consumer goods suffers and the standard of living is liable to fall.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 112.
Continued economic growth is only possible if capital investment increases. This is because increasing output per person is only possible if money is invested in machines. A large percentage of capital investment was necessary at the early stages of the Industrial Revolution because factories and machines had to be built. This capital came largely from current production. Only when these factories and machines were built and operating could they produce consumer goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T47.
Monks of the 12th century found money more useful than wine. With money they could buy new products from the Mediterranean, tools to increase farm production and other goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
New factories, coal mines, iron works, railroads, steamships, all these are capital.

Grade 6, Cultures in Transition, (TE), Follett, Page T297.
Tools and machines were needed before heavy industries and natural resources could be developed. During the Five-Year Plans China concentrated on steel, electricity, and machine-tool industries.

Grade 6, Cultures in Transition, (TE), Follett, Page T379.
When the Mejji leaders first took over, Japan was still a society of farmers. There were no factories like those in the West. No power-driven machines produced goods of any kind in large amounts.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 27.
Capital resources -- tools, machines, factories, etc., -- help produce goods and services better and faster.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 93.
Capital resources are the tools, machinery and equipment applied to natural resources to create aids to production and to make possible increased efficiency. Tools, machines and equipment are real capital. The word capital, is also used to mean money capital, that is, the money needed to acquire all of the factors of production. This use is the more familiar one, but it is important that the two meanings be kept clear.

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 7.
Economically underdeveloped countries usually provide only a low standard of living for their people. The people of these countries want economic growth but are hindered by among other things, their lack of labor skills and capital resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 29.
To make cotton cloth less expensive to produce, spinning machines and looms were invented to spin thread and weave cloth. Then, another giant step was taken when Watt's steam engine replaced the slow-turning waterwheel.

Grade 6, Eleven Nations, (TE), Ginn, Page 41.
Machinery doesn't last forever. It must be replaced and that costs money. By 1900 Britain's industries were beginning to show signs of age. In the past, when businessmen had made profits they had invested them in new industries. Now they had to think about new machinery for old industries. They decided to delay their investment. That was possible, but it meant that the latest inventions were not being used in British industry.

Grade 6, Eleven Nations, (TE), Ginn, Page 73.
One hundred years ago, Russian peasants still used crude hoes, spades and plows. Labor-saving machinery was unknown in rural Russia. In Russia there was little industry to produce machinery and little money with which to import machinery. Most important, serfs were so plentiful that human labor was cheaper than machines.

Grade 6, Eleven Nations, (TE), Ginn, Page 101.
Russian farmers take pride in the Red Star's harvest of wheat and sugar beets. Shiny new tractors and plows turn up the deep black soil and help make large harvests possible. Before these machines were used life was different.

Grade 6, Eleven Nations, (TE), Ginn, Page 213.
It takes money to work land, to make it productive. Money from the Jewish National Fund was made available to set up many farms in Isreal.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Eleven Nations, (TE), Ginn, Page 267.
Merely giving farmers machines or helping them buy the type of farm machinery used in the United States would not work in Nigeria. Such machines are expensive and the Nigerian farmers could not afford them. In addition, the Nigerian farms are small, and large machines would not be practical. Furthermore, some of the farm tools used in the United States would not work well in the soil of many Nigerian farms.

Grade 6, Eleven Nations (TE), Ginn, Page 366.
Money becomes capital only at certain times. When money is used in such a way that it produces something which produces something else, it is called capital.

Grade 6, Eleven Nations, (TE), Ginn, Page 367.
One source of capital was Japanese agriculture. A second source was the businessman. Japan was certainly lucky to have many small businessmen who wanted to use their profits as capital with which to expand their business, modernize them, acquire skills, and maintain their property in good condition.

Grade 6, Eleven Nations, (TE), Ginn, Page 368.
After 1867, the government of Japan went into business in a special way. It made what are called capital investments in dams, ports, railroads, schools, telegraph lines, post offices, and many other things, all of these were essential for industrial growth.

Grade 6, Eleven Nations, (TE), Ginn, Page 490.
Capital is a factor of production. The success of the coffee industry brought money which was often re-invested in a wide variety of modern industrial plants. And the successful mangement of those industries encouraged more and more people to invest in industries in Sao Paulo.

Grade 6, Eleven Nations, (TE), Ginn, Page T35.
Capital investment by the Japanese government, resulting in increased railroads, communications networks, and schools, has served to increase the rate of growth of the economy.

Grade 6, Eleven Nations, (TE), Ginn, Page T44.
Although more capital is required if Guatamala is to solve its problems, the government in recent years has been reluctant to raise more internal capital through increased taxation.

Grade 6, France, Fideler, Page 98.
The government of France is helping farmers buy land and increase the size of their farms. With larger fields, these farmers are able to use modern farm machinery to plant and harvest crops. Many farmers are cooperating among themselves to buy the farm machinery they need.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Germany, Fideler, Page 114.
The growing use of farm machinery in West Germany helps explain why crop yields are high. The number of tractors, combines, and other types of farm machines has increased greatly. In addition to making it possible to produce more food per acre, the increased use of farm machines is making it possible for a smaller number of farmers to supply food for a greater number of people.

Grade 6, Germany, Fideler, Page 117.
Collectivization has brought problems to East Germany. Thousands of farmers have fled to West Germany. The farmers who remain produce less food per acre than West German farmers do, even though more farm machinery is used in East Germany.

Grade 6, Germany, Fideler, Page 124.
In one way, Germany was helped by the fact that its industries developed later than those of other countries. The Germans were able to make use of other people's experiences. They borrowed the best ideas about machinery and methods of manufacturing that had been developed in other countries and improved upon them.

Grade 6, In A Race With Time, (TE), Macmillan, Page 35.
Use of machinery on farms and growth of manufacturing caused a movement of people from farm to city.

Grade 6, In A Race With Time, (TE), Macmillan, Page 360.
The hoe is still the chief agricultural implement in large parts of Latin America. When plows are used, they are usually pulled by donkeys or oxen. Few farmers own tractors. Machinery developed for planting, cultivating, and harvesting crops in the United States cannot be used in many parts of Latin America. If food production is to increase in Latin America, new kinds of plants, animals, and machinery must be developed.

Grade 6, In A Race With Time, (TE), Macmillan, Page 361.
Argentina's high tax on imported farm machinery was intended to help the Argentine manufacturers of such machinery. But it made the purchase of a needed tractor difficult for the Argentine farmers.

Grade 6, In A Race With Time, (TE), Macmillan, Page 368.
Modern farm machinery is expensive, and it must be used on large acreages if it is to pay for itself.

Grade 6, In A Race With Time, (TE), Macmillan, Page 376.
Industrialization is an expensive process. Highways, dams, steel mills, and textile factories require vast sums to construct. A large part of the money used for developing transportation, communication, and manufacturing is furnished in Latin America by governments.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, In A Race With Time, (TE), Macmillan, Page T65.
The economy of a country or a region is related to the available resources, investment capital, and the educational level of its people.

Grade 6, In Latin America and Canada, Heath, Page 115.
The Industrial Revolution began in western Europe more than two hundred years ago. It began in a small way with the textile industry but soon spread to other industries as machines did more and more of the work formerly done by men using simple tools. New machines were designed to use new sources of power -- steam to begin with and electricity later on. The machines have become increasingly sophisticated so that today automation is replacing more and more industrial workers on their jobs.

Grade 6, In the Eastern Hemisphere, Heath, Page 27.
The invention of the plow helped make food more plentiful.

Grade 6, India, Fideler, Page 91.
Millions of farmers in India still use wooden plows and other simple tools that are similar to those used by their ancestors hundreds of years ago. Few Indian farmers use machines to prepare the soil for planting their crops nor do they use modern machines for cultivating or harvesting their plants.

Grade 6, India, Fideler, Page 111.
One man using power-driven machinery can farm as much land as many men using wooden plows drawn by oxen. Therefore, a small number of farmers using machinery can produce enough food for many people. About seven out of ten people in India are farmers. Most of these people are very poor. They do not use modern farming methods, and they lack power-driven machines to help them plant, cultivate, and harvest their crops.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 28.
During the last half of the eighteenth century, a great change in man's way of producing goods began in England. This was known as the Industrial Revolution. Many textile factories were built to produce cotton cloth. In these factories were new machines that could produce cloth quickly and cheaply.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 144.
The new machines and methods of production brought about during the Industrial Revolution have made it possible to produce much larger amounts of goods and services than ever before.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 151.
It was not as easy to escape from being a wage earner in the late 1800's as most people thought. Factories produced goods so cheaply that a skilled craftsman producing goods by hand in his own small shop could not compete with them. There was still some cheap farmland, but farmers were using more machinery, and most workers did not have enough money saved to set themselves up as farmers.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 164.
Machines have taken over many of the unskilled jobs that the unskilled workers might do.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 76.
New machines create technological unemployment.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 77.
Theoretically, under both socialism and communism, most capital is owned by the people collectively. It is, however, administered on their behalf by the government and its agencies. In the United States, most capital is owned by the people as individuals or as corporations.

Grade 6, Japan, Fideler, Page 80.
In the last half of the nineteenth century, the Japanese learned to use modern machinery and modern manufacturing methods.

Grade 6, Japan, Fideler, Page 120.
Beginning about the middle of the eighteenth century, three important developments occurred in the way goods were produced. First, many new machines were invented to help people make things more quickly and easily. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines.

Grade 6, Japan, Fideler, Page 132.
Japanese farmers are using more farm machinery than they did in the past. As farmers earn more money, they generally are able to afford more machinery. Also, it is becoming increasingly difficult to find people to do hand labor as more and more farm people move to the city. The use of machinery is making Japanese farms more productive.

Grade 6, Japan, Fideler, Page 149.
Much of the steel that is produced in Japan is used in the manufacture of machinery.

Grade 6, Japan, Fideler, Page 163.
A tool is anything that a person uses to help him do work. In all communities people use tools to help them meet their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple. Today, people use many different kinds of machines to produce goods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 26.
The Greek farmer used simple tools that he could make and repair himself.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 4-16.
Capital is money or goods which can be used in the production of other goods. In order to develop past a subsistence economy, a nation must be able to accumulate enough capital to purchase the necessary material ingredients for industrialization.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 191.
For industrialization to occur, there must be money to invest to buy machines and build factories. Economists call such investment money capital.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 5-22.
Technology can help solve problems by using natural resources more wisely, by increasing food production, and using power production, providing jobs, and increasing the standard of living.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 318.
When Eli Whitney invented the cotton gin, cotton seeds could be removed easily. Brazil did not modernize its methods at this time, and cotton ceased to be an important export.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 8-2.
The way the land and its natural resources are used depends significantly on the values and goals of a society and its level of technology.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 401.
During the first forty years after the Revolution in Russia, industry was concentrated on manufacturing capital, or producer goods. Producer goods are machinery and tools used to produce other goods.

Grade 6, Man and Change, Silver, Burdett, Page 117.
Man used muscle power to do most of his work before he found a way in the 18th century to make the energy released by fire work a machine. The use of electricity for energy and the use of atomic energy have contributed much toward man's technological progress in modern times.

Grade 6, Man and Society, Silver, Burdett, Page 170.
Technology makes it possible for man to overcome natural geographic obstacles that might otherwise inhibit the development of centers of population.

Grade 6, Man and Society, Silver, Burdett, Page 331.
There is great interdependence among the elements of industrialization raw material, markets and transportation. Many sources of capital were used to build America's railroads.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 92.
Although there are no written records to tell us what life was like thousands of years ago, social scientists are able to make good guesses about the past by studying the tools and buildings that people left behind.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 143.
When the industrial revolution began, factory owners made money, and used it to buy more machines and natural resources, and hire more workers. Then they built more factories. In some countries, people began to depend greatly on goods made in these factories.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 156.
New inventions and scientific developments have changed life for people all over the world. These new machines made possible the growth of megalopolises.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 244.
Another kind of resource is important to the production of goods and services. This resource included sewing machine, bulldozers, hammers, and computers. All are used to make something else. Any tool or money which is used to make something else is called capital.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 290.
The communists faced problems. The largest problem was the lack of capital--factories, machines, and other goods used to make products. If the economy were to grow, there had to be capital. Without it, no goods could be manufactured.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 72.
In Neolithic society, tools were developed for farming. One of these was the hoe. Another was a crude wooden plow.

Grade 6, The Social Studies and Our World, (TE) Laidlaw, Page 111.
Anthropologists and economists often classify civilizations on the basis of their tools.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 112.
Improved technology usually enabled people to produce more goods. Through the use of improved tools and methods, ancient farmers soon were able to produce more food than they needed. These tools and methods of irrigation were as valuable to the ancient farmer as the tractor, plow, and other tools are to the modern farmer.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 254.
At first, the manufacture of goods was done by hand. A few men gradually began using waterpower to run some of the machines they invented. The use of water power enabled men to run heavy machines, but this required that shops had to be located near rivers and streams.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 393.
In recent years farmers in less-developed countries are getting better farming tools. More and more farmers are able to buy hand tractors.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 397.
Modern equipment helps man produce many tons of coal a minute. Machinery increases production while it decreases the need for workers.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T63.
Technology helps man to meet the challenges of his environment.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T87.
Industrialization changed the nature of man's social and economic life. Machines increase production.

Grade 6, Southeast Asia, Fideler, Page 139.
A tool is anything that a person uses to help him do work. In all communities, people use tools in meeting their physical needs. Tools that have a number of moving parts are called machines. Three hundred years ago, most machines were very simple. Today, people use many different kinds of machines to produce goods.

Grade 6, Soviet Union, Fideler, Page 99.
In order to produce more crops the farm workers of Russia needed to use tractors and other machines, instead of old-fashioned farm tools. These machines would be too expensive and impractical for use on the smaller farms.

Grade 6, The United States, and Canada, (TE), Addison-Wesley, Page 64.
Farmers now use many machines which save many hours of back breaking labor.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 90.
As the use of farm machines increased, fewer rural workers were needed.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 110.
Manufactured farm machinery made it possible for each worker to produce more.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 148.
A manufacturer needs capital or money to be used to buy machines and tools.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 180.
Today the planting is often done from airplanes. In some places the crops are still picked by hand. But it is more often done by machine.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 182.
There are still a few small cotton farms worked on shares in the South, but they are disappearing. Small farmers cannot afford tractors or other machinery. Some farmers, however, are banding together. They have all their fields serviced by the same machinery, operated by paid workers.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 205.
In the corn belt, the land is fairly level. That makes it possible to use machinery for harvesting. Most corn belt farms are large enough to make it practical to buy such machinery.

FACTORS OF PRODUCTION: CAPITAL RESOURCES

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 209.
A present day dairy farm is almost like a factory. There are milking machines and machines for washing the cows before each milking.

Grade 6, The Ways of Man, (TE), Macmillan, Page 12.
The first tool users had only very simple tools.

Grade 6, The Ways of Man, (TE), Macmillan, Page 72.
Great Britain, West Germany, France, and Belgium have a lead over Italy, Spain, and Portugal in industrialization. At the same time, not all parts of industrialized countries have taken equal advantage of the machine age. Large areas of France and Italy, for example, still use old ways of working the soil, with animals and hand tools. They are only beginning to make way for agriculture using modern farm machines.

Grade 6, The Ways of Man, (TE), Macmillan, Page 350.
Capital goods are not things that people can use to satisfy their wants. They are things that make possible an increase in their production for future years. No one can grow without capital, capital is saving, saving is not consuming.

Grade 6, The Ways of Man, (TE), Macmillan, Page 451.
One reason why productivity continues to rise in Japan is that new technology can be introduced as fast as it is developed. Unions do not oppose new machines because of fear that they will lose their jobs. A worker knows that his job is safe unless he does something terribly wrong.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 4, Adventure: Economics, Ohio, Page 63.
Labor is the human effort used in the production process.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 13.
The definition of labor is human effort used in making something. Labor includes services, such as entertainment, teaching and ball playing.

Grade 4, The Adventures of Primer Dinero, Jackstadt and Hamado, Page 29.
The relative resource prices are the main determinants of how a good or service is produced. Consequently, in places where labor is cheap and capital is expensive, the production processes are labor-intensive.

Grade 4, Colonial America, Fideler, Page 99.
Throughout colonial times, most of the people made their living by farming. There was no farm machinery, so all the work had to be done by hand.

Grade 4, Colonial America, Fideler, Page 117.
Slaves were used in the South as laborers. The slaves had to work in the fields from sunrise to sunset. Although their master provided them with food, clothing, and a place to live, he did not pay them any wages for their labor.

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Grade 4, Colonial America, Fideler, Page 133.
The women at the Spanish missions in California were as busy as the men. Even the children had to work. The children also learned skills needed to do other jobs at the missions.

Grade 4, Communities Around the World, Sadlier, Page 205.
Poor education is one reason Asians do not use all their natural wealth. People must be able to read to work machines and factories. Most Asians get no education at all.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 27.
Labor -- human resources -- is one of the most important resources in production and involves all types of workers.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 50.
The quantity and quality of human resources are important for economic growth.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 84.
Human resources should be used efficiently since manpower is our most important resource. As long as we have able people unemployed, we are not using human resources at full efficiency. We are wasting human resources when people are employed in a job for which they are not fitted.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 85.
The quality and quantity of human resources are important. Division of labor and job specialization increase productive efficiency.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 73.
People who take chances or risks in their work usually make more money. Jobs that require more education usually pay more. Skills that are considered important by people are costly.

Grade 4, Economics Education: New York, Page 14.
One of the factors that shape man's use of time and space is human labor or human resources.

Grade 4, The Environment We Live In, (TE), Follett, Page T138.
As a result of automation, many unskilled laborers from rural areas are moving to the city. Their lack of education makes it difficult for them to adjust.

Grade 4, The Environment We Live In, (TE), Follett, Page T167.
Many early immigrants could not afford to pay their fare to America. They agreed to work for a certain number of years for whoever would pay for their boat fare. Those who pay their fares became their masters. They became servants--indentured servants.

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Grade 4, The Environment We Live In, (TE), Follett, Page T170.
Indentured servants were persons who had signed a contract to work for someone for a certain length of time. Poor Germans who wanted to come to America, but could not afford the fare, agreed to work for a certain number of years for the person who paid for the voyage.

Grade 4, The Environment We Live In, (TE), Follett, Page T180.
The number of man-hours the Chinese spend on raising winter wheat is twenty-three times as great as that of the highly mechanized American wheat belt.

Grade 4, The Environment We Live In, (TE), Follett, Page T202.
People often come to the large cities in search of a better life and the jobs which make the better life affordable.

Grade 4, Four Lands: Four People, Heath, Page 83.
Skill can help make cheese, a milk product and an important source of income for the farmer. Cooperatives bring farmers together to handle and market their products. Swiss farmers supply men their income through winter working in factories, tourist businesses and folk craft.

Grade 4, Four Lands: Four People, Heath, Page 94.
Traditional Swiss craftsmanship has been built into machines by Swiss engineers to mass-produce the precision instruments once made by hand. Engineering skill has replaced craft skill.

Grade 4, Great Americans, Fideler, Page 39.
One of the biggest problems in the United States at the time of Lincoln, was slavery. Slaves were used mainly in the southern states, for many workers were needed on the huge cotton plantations in this farming region. In the North, where many farms were small and there were many factories, slave labor was not necessary.

Grade 4, Great Americans, Fideler, Page 125.
Henry Ford surprised the whole country in 1914. He announced that ten million dollars of his company's profits were to be shared with his workers. At the same time he shortened working hours.

Grade 4, Great Americans,Fideler, Page 127.
From the time he was very young, Richard Byrd, dreamed of making scientific explorations. When he was only fourteen, he decided that he would someday travel to the North Pole. Richard needed a good education to do these great things. In 1904, he entered a fine military school.

Grade 4, Industry: Man and The Machine, (TE), Allyn and Bacon, Page 1.
Mechanization reduces the amount of human labor needed to produce food, thus releasing men and women for other work. Automation is now releasing an increasing number of workers for jobs in service industries.

Grade 4, Industry: Man and The Machine, (TE), Allyn and Bacon, Page 4.
Labor force composition has changed; more women are working and workers retire at a relatively early age.

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Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 61. Many owners of large Southern plantations bought Negroes on the slave markets to work the land, but most Southerners worked their own land.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 86. The amount of work given a man on the assembly line can be increased only to a point: beyond that point fatigue and mistakes will slow down production.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 132. Most people involved in a business are neither owners nor managers; they are workers.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 135. Unskilled workers flooded the labor market in the late eighteenth century and throughout the nineteenth century. After the advent of the Industrial Revolution, unskilled workers could often do jobs that previously required skilled, trained workers. Skilled workers like the printers feared that their employers would lower their wages to those earned by unskilled workers, and that they would lose their jobs to unskilled workers if they protested.

Grade 4, Industry: Man and the Machine,(TE), Allyn and Bacon, Page 137. Collective bargaining helps the worker become a part of the business for which he works because it gives him a voice, through men who represent him at the bargaining table, in decisions that affect his wages and working conditions.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 147. The Industrial Revolution caused technological unemployment just as automation is causing it today. But the Industrial Revolution also brought demands for a more skilled work force, just as today the demand is for operators of the new control devices and for thinkers who can plan the control of machines.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 152. If computers take over most of the work that travel agents now perform, this does not necessarily mean there will be fewer jobs for travel agents. They can concentrate on specialized services and personalized travel planning, guiding, and directing travelers.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 157. The initial result of technological change has nearly always been unemployment among workers engaged in older forms of production. However, in the long run, this usually tends to produce more employment.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 10.
People must be skilled to be valuable workers in many industries today.

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Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 23.
Education helps people adjust to change.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 101.
Mayan boys went with their fathers to work in cornfields and learn about farming and nature so that they could produce the food for their families when they grew up.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 166.
People who have skills are paid more than people who do not have skills.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 170.
Raw materials do not automatically turn themselves into candy bars. It takes many people.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 7-3.
Labor unions negotiate with management on behalf of the workers.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 252.
Before the factory system developed, whatever goods people needed were handmade by skilled craftsmen or made at home by members of the family. With the coming of factories, goods were mass produced quickly and inexpensively by machines. Men, women, and children, were hired to operate the machinery, and a whole new working force came into being.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 61.
If labor costs are higher than the cost of a machine, managers usually replace workers with the machine.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 93.
Employment rises and falls more in industries producing durable goods than in industries producing non durable goods.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 131.
There are a variety of reasons why people in the southeastern states are among those who earn the lowest incomes in the country. People believed that is was better to pursue the vocation of agriculture than to engage in industry. Little value was placed on education. There was a one-crop system and resultant soil deterioration. Slavery also hindered progress.

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Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 186.
A contract labor system controlled, if not enslaved, many immigrants.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 202.
Mine workers have endured extreme hardships and the exploitation of miners by owners and foremen. Organization among workers, coupled with strong leadership, brought about change in working conditions and wages.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 107.
Many of the people earn their living by working in the cities. Many factory workers have specialized jobs.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 139.
People are paid for their work. They exchange the money they earn for food, clothes, and other things their families need and want.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 174.
Most of the people who live on the Yellow Plain are farmers.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 181.
The Basuto women, not men, build the houses. They have hard work to do.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 205.
Building tracks for cable cars and building chair lifts require a great deal of skill and money.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 27.
A worker's tool is only as good as his ability to use it. All workers must become skilled in the use of the special tools of their trade.

Grade 4, Regions Around the World, (TE). Field Educational Pub., Page 91.
Today, oil rig, trucks, and airplanes are part of life on the Tundra, and many Eskimos work as oil drillers, truck drivers, and airplane mechanics.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 112.
In the desert Aborigines who follow the old ways of life live in small groups. Much of their time is spent searching for food because they plant none at all.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 155.
It took hard work and great skill to build the roads over the Incan Empire.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 194.
In spite of difficulties, one third of all Norwegians live on farms. Other Norwegians work as sailors, fishermen, miners, or in forest industries.

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Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 122.
One of the main reasons for going to school is to learn skills.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 153.
Not all the people who came to the eastern colonies were farmers before. They had to learn new ways of acting to stay alive.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 163.
Many families work in cotton and tobacco fields, bean and potato fields, or orchards. The work they do, the harvesting or picking of crops by hand, covers a large area. Because this work cannot be moved, workers must move. These people are called migrant workers.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 166.
Fewer farm workers are needed each year. Farm machinery do more harvesting each year.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 181.
We depend on many human resources and ultimately on the soil for our food. Now, farm workers in California belong to unions. The unions work for good working conditions and fair pay.

Grade 4, The Social Sciences: Concepts and Values, (Orange (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 228.
Tools and opportunity only become active resources when skilled people care enough to use them.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Pages 229 and 242.
People who have special skills and knowledge are resources.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 230.
In colonial days, most people worked on the land. In the southern colonies, Black people brought as slaves from Africa worked in the rice and tobacco fields. These Black people did the farm work for those who could afford to own them.

Grade 4, Story of America: Transportation, Fideler, Page 11.
It took great skill to build a birch-bark canoe. The Indians carefully peeled long strips of bark from birch trees. They sewed these strips together with long, threadlike roots.

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Grade 4, Story of America: Transportation, Fideler, Page 23.
During the eighteenth century, Many fishermen began using a new type of ship called a schooner. These first schooners had two masts and two large sails. Fewer men were needed to sail a schooner than were needed on the earlier fishing boats.

Grade 4, Web of the World, (TE), Macmillan, Page 79.
Unemployed means out of work and looking for a job.

Grade 4, Web of the World, (TE), Macmillan, Page 96.
With an education, a person is able to get a better job.

Grade 4, Web of the World, (TE), Macmillan, Page 99.
Girls in the United States of the 1970's will not be brought up to believe that "woman's place is in the home." They will not find--if the laws are obeyed--that their choice of jobs is cut down by signs that say "for men only."

Grade 4, Web of the World, (TE), Macmillan, Page 100.
Many young people look forward to making their living as doctors or lawyers. These are some of the professions. A profession is a kind of work for which you must master some field of learning.

Grade 4, Web of the World, (TE) Macmillan, Page 101.
About six million men and women today make their living by selling.

Grade 4, Web of the World, (TE), Macmillan, Page 102.
More than seventeen million people have jobs in the clerical group. At least a high school education is needed today for most clerical jobs.

Grade 4, Web of the World, (TE), Macmillan, Page 103.
About thirteen million workers are in the group of skilled workers.

Grade 4, Web of the World, (TE), Macmillan, Page 104.
Skill is the ability to do something well that comes from knowledge and practice.

Grade 4, Web of the World, (TE), Macmillan, Page 105.
An apprentice gets a great deal of on-the-job training. While at work the apprentice learns from a number of skilled workers. He builds the skills he needs.

Grade 4, Web of the World, (TE), Macmillan, Page 106.
Semiskilled means partly skilled or trained. Almost every semiskilled worker operates something, usually a machine.

Grade 4, Web of the World, (TE), Macmillan, Page 109.
One out of every seven workers in the United States works for the government.

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Grade 4, Web of the World, (TE), Macmillan, Page 111.
There is no such thing as a bad job; there are inappropriate jobs.

Grade 4, Web of the World, (TE), Macmillan, Page 117.
Jobs for which you need four or more years of college or other training usually pay more than jobs that you can enter right out of high school. Skilled workers usually earn more than unskilled workers.

Grade 4, Web of the World, (TE), Macmillan, Page 144.
The term labor force means all the people working for pay plus the people who are looking for work.

Grade 4, Web of the World, (TE), Macmillan, Page 147.
Jobs do die out. New jobs do open up.

Grade 4, Web of the World, (TE), Macmillan, Page 149.
The 1970 census showed that a woman can now go into almost any kind of job she chooses. It is against the law, now, to refuse to hire a worker just because she is a woman. So there are women furniture movers, mechanics, jockeys, and F.B.I. Agents. And there are women in all the professions.

Grade 4, Web of the World, (TE), Macmillan, Page 152.
Soviet women's place in the world of work is a very large one. Today Soviet women hold more than half of all jobs. Men, however, are in the top spots.

Grade 4, Web of the World, (TE), Macmillan, Page 161.
One of the leaders of the automobile workers' union in the United States asked one of the biggest automobile manufacturers to talk about making jobs more interesting.

Grade 4, Web of the World, (TE), Macmillan, Page 280.
Kenya--and all the other new countries of Africa--need trained people. These countries need to fill top jobs in government and business. They want to fill these jobs with their own people. Top jobs need people with years of schooling and special training.

Grade 4, Web of the World, (TE), Macmillan, Page T70.
Real increases in production are largely due to an increase in the workers' ability to produce.

Grade 4, Web of the World, (TE), Macmillan, Page T98.
The role of women is changing in the labor force.

Grade 4, Web of the World, (TE), Macmillan, Page T102.
The assembly-line worker specializes in doing one small step over and over. He quickly learns how to do it and there is little, if any, room for improvement. The professional specializes by becoming expert in one part of his field.

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Grade 5, Adventure: Economics, Ohio, Page 63.
Machines, tools and factories are capital. Capital provides the productive equipment necessary for the provision of goods and services.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 13.
Labor is human effort used in making something. Labor includes providing services, such as entertainment, teaching and ballplaying.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 29.
In places where labor is cheap and capital is expensive, the production processes are labor-intensive.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T19.
Work is essential for the development of any successful commercial enterprise. Slavery was based on the premise that black people were essentially inferior to white people.

Grade 5, The American Adventure, (TE) Field Educational Pub., Page T43.
The South felt that slavery was a necessity for the economy.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T49.
American cities were ill-equipped to house and educate many immigrants, and they became victims of poverty and disease.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T51.
The poor economic conditions in many parts of the nation kept great numbers of children from receiving an education.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 33.
The Aztecs were excellent craftsmen. They made beautiful pottery, clothing, and sculpture. Skilled craftsmen designed and built the temples and palaces of Tenochtitlan.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 43.
In the early French colonies along the St. Lawrence, land was divided into large estates, which were given as land grants to rich men who promised to settle and develop the colony. The wealthy landowners, called seignors, had their lands sectioned into farms. Small farmers, called habitants, rented the land from the seignors and cultivated it.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 44.
The discoveries of Champlain, Marqurette, and Jolliet, and LaSalle lured many Frenchmen to the New World. Most of the people who came were poor but ambitious farmers or fur traders.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 47.
The Iroquois were excellent farmers. Iroquois men were skilled hunters and makers of weapons. Because they lived along the eastern coast and along the riverways, the Iroquois were skillful fishermen.

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Grade 5, The American Adventure, (TE), Field Educational Pub., Page 59. The slave trade had been developed by the Portuguese before the discovery of America. Later, the Dutch and English took up this profitable business. Many slaves were brought to the New World. They were mainly concentrated in the South, where the greatest demand existed for field hands.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 86. Without the slaves, the Southern colonists thought that the plantations would not produce enough goods to sell to the other colonies and to Europe.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 163. Whitney's cotton gin cut down the number of slaves needed for cotton production, but since cotton now could be cleaned and spun easily, the demand for the crop increased. As a result, plantations needed more slaves to grow and pick the larger cotton crop. Thousands of blacks were bought and sold to keep the plantations prosperous.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 190. Most southerners resented the attack on the slave system. They felt that slaves were an absolutely essential part of the Southern economy.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 227. As America's business world grew, the need for workers grew. Factories expanded into gigantic industries. Hundreds of people were needed to produce enough goods to meet worldwide demands. The population of the United States was not growing fast enough to provide the labor force for so much production. Immigrants flooded into the "land of plenty."

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 242. Even as late as 1900, most people went to school for only five years. This was the case especially when families had to depend on their children to help with the work and expenses of the home. Businessmen often hired young children to sweep factory floors or turn simple machines. The children who worked in the factories were paid very little, and working conditions were poor. On farms, the children were needed to help raise and harvest crops. Often, the children went to school only when the farm jobs were finished. This could mean that a child might go to school only four or five weeks during the entire year. The invention of various kinds of farm machinery made it possible for children to spend more time in school.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 248. In the 1880's Chinese citizens started coming to America. The Chinese who came were mostly laborers who were willing to work for lower wages than American workers. The newly arrived Chinese worked in railroad construction, cooked in lumber camps, and in private homes, and did many non-skilled jobs. Soon they were taking jobs away from Americans, who objected strongly.

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Grade 5, The American Adventure, (TE), Field Educational Pub., Page 268.
America began drafting and training men for World War II. Women took over many of the jobs which men had left. They worked on farms and factories. Some women also joined the armed forces as nurses, secretaries, and ambulance drivers.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 285.
Before World War I, few women worked outside their homes. After the war, women began to take many different kinds of positions. They became stenographers and worked in offices. Thousands found jobs clerking in stores. Some worked in factories. Women gradually worked into important positions as managers and executives in many kinds of business.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 313.
Through the years, American scientists have been leaders in producing devices to save labor and make life easier.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 319.
Although the Civil War ended Negro slavery, the country paid little attention to making sure that the rights of the freed slaves were protected. Most of the slaves could not read or write. They were untrained for anything but common laboring jobs. Even though the Freedman's Bureau was set up to help the blacks get an education and find jobs, the great majority of Negroes remained poor and underprivileged.

Grade 5, American Neighbors, Fideler, Pages 1-62.
For many centuries the Indians on Canada's Pacific coast were excellent artists. They carved beautiful objects from the wood of giant cedar trees. As the Indians learned to live like their white neighbors, fewer of them took the time for these handicrafts. Today, only a few Indians carve as beautifully as their ancestors.

Grade 5, American Neighbors, Fideler, Pages 3-62.
By the late 1700's there were almost 500,000 black slaves in St. Domingue. Most of them worked on huge plantations owned by a small number of Frenchmen. In 1791, the slaves revolted against their masters.

Grade 5, American Neighbors, Fideler, Pages 3-69.
People from other parts of the world are helping the Caribbean countries. The United States has sent farm experts, engineers, and other trained people to this region to teach necessary skills.

Grade 5, American Neighbors, Fideler, Pages 3-119.
One of the reasons for the lack of industry in the Caribbean lands is that few people in this region have the technical skills needed to do factory work. Even fewer have been trained as engineers and managers. Most of the people are poor, uneducated farmers who scratch out a bare living from the soil in much the same way their ancestors did one hundred years ago.

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Grade 5, American Neighbors, Fideler, Page 124.
Today, many people are leaving farm work and moving to the cities. In the cities, they often cannot find jobs and are forced to live in crowded slums. New industries are needed to provide jobs for these people.

Grade 5, American Neighbors, Fideler, Page 4-5.
With more education, the less fortunate people in South America might be better able to solve some of their pressing problems. However, there are not enough schools for all the children to attend. Also, there is a shortage of well-trained teachers. Lack of education is one of the main obstacles to raising the standard of living in South America.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 23.
Spain ran her American empire harshly. Indians were usually enslaved, and many were worked to death in the gold and silver mines.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 30.
Many of the poorer farmers in America first came to Virginia as servants. They were given a free trip from England in exchange for five to seven years of labor. These people were called indentured servants.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 36.
Many of the Germans who came to Pennsylvania in the early 1700's came as servants in exchange for a ticket across the Atlantic, they offered their labor.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 41.
As Virginia planters grew more and more tobacco they needed more and more field hands. Englishmen who worked as servants for five or seven years helped. But as word of the hard work and bad conditions spread to Europe, fewer and fewer colonists arrived. In 1619, Virginia found a new source of workers--people who did not have the chance to choose whether or not they would come to the colonies. They were slaves.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 42.
At first the African slaves were treated like servants and freed after a certain number of years. But by the late 1600's, the northern colonies decided that all children of black mothers would be slaves. As long as they kept slavery alive, the planters could have free labor for their tobacco fields.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 3-3.
In most states certificates to work are issued to children between the ages of 14 and 17.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 104.
By the 1820's, many factories hired young women from the farms as their workers. The companies usually gave these women--housing--and looked after them closely. Many worked long enough to save up some money to furnish their houses when they got married. But their work was not easy.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 108.
Many New Yorkers had moved there from the countryside of the Northeast to take jobs in the growing number of factories and warehouses and stores. But thousands of New Yorkers came from overseas.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 110.
In the 1840's, thousands of Germans came to New York. Most of these people had been potato farmers, like the Irish, but many also had craft skills that could get them good jobs.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 118.
As planters began growing less tobacco, slaves became a burden. They had to be fed and clothed regardless of how little work they did.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 147.
The South was badly shaken after the Civil War. Thousands of men had been killed. But something else had been destroyed besides property and lives--the Southern way of life itself had been destroyed. This life depended on the production of tobacco, sugar, and cotton, and this production was impossible without slave labor.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 150.
Most blacks still were tenant farmers after the Civil War, but the South did seem to be changing. Blacks served as states legislators and members of the House of Representatives, and Mississippi had two black Senators.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 5-1 and 8-6.
High per capita income is due to high productivity of labor.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-6.
In the late 1800's immigrants and women were willing to work for less than male citizens.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-14.
Blacks who moved to the city did not find the equality and economic well-being they had expected. Many did not have the skills necessary for the higher paying jobs, and therefore, could not afford decent housing.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 186.
In big factories, people worked differently from those in small shops. In small shops, skilled workers often made many or all of the parts of a product. Big factories, however, carried Whitney's idea of interchangeable parts much further than the inventer had. Instead of dividing the product into ten parts, they often divided it into a hundred or more parts. Therefore, each worker had to know how to do only one thing, usually a simple job that took very little skill.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 189.
The first successful unions were unions of skilled workers--craft unions. A craft union tried to unite all workers in a particular trade, such as plumbers or butchers. Unlike craft unions, industrial unions tried to organize whole industries. They tried to get all the workers in steel mills or meat-packing plants or flour mills to join the same union.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 195.
Many new workers moved to cities because job opportunities were greater there than in small towns or in the country.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 211.
The best job opportunities for Jews were in the garment industry. Many Jews had been tailors in the old country. The garment industry needed workers because ready-made clothing was becoming more and more popular. Many factories also hired people to do some of the work in their apartments. Often wives and children worked in the apartments while the men worked in the factories. Wages for all were low. Factories and apartments, both, were often poorly lit, stuffy, and dirty.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 237.
Jobs in wartime industries attracted thousands of people to cities like Los Angeles. Because so many men had gone to war, many jobs had to be filled by women. Many women, working for the first time, found they liked it. Black Americans also were able to get better jobs and better pay.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 256.
Since World War II, most unions have succeeded in gaining higher pay and better working conditions for their members.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 258.
Since Blacks were often the last hired and the first fired, the Depression hit them hardest of all.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 266.
Over the past 20 years, many Puerto Ricans have come to the United States mainland to seek better living conditions and better jobs. Many spoke only Spanish, some had little education, and many were unskilled in a trade needed in a big city.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 282.
The Emperor of France gave large pieces of land to those he thought should be noblemen, or seigneurs in the French colonies. The farmers, called habitants, were supposed to rent small plots of land from the seigneurs--and do most of the work.

Grade 5, Canada, Fideler, Page 79.
Canada is helping its Indians and Eskimos learn how to make a better living. Schools are available where they may obtain a good education. Through vocational training, many of these people have gained the skills needed to earn a living in trades such as electronics or carpentry.

Grade 5, Canada, Fideler, Page 96.
Institutions of higher education in Canada prepare students for many kinds of work. Some young people prepare for careers in such fields as medicine, education, and law. Others continue their education to gain technical job skills.

Grade 5, Canada, Fideler, Page 180.
About six out of every one hundred workers in Canada are unable to find jobs. Some of these unemployed people live in cities where they do not have the education, the special skills, or the health needed to fill the jobs that are available. Other unemployed workers live in parts of the country where there are few industries and therefore not enough jobs.

Grade 5, Canada, Fideler, Page 186.
Many workers in the Maritime Provinces in Canada lack the education and skills needed for jobs in factories.

Grade 5, Canada, Fideler, Page 194.
In every community, the older people pass on certain ideas and skills to the younger people. In early times, parents taught their children most of the things they needed to know to live successfully. Today, children in most parts of the world obtain a large part of their education in school.

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Grade 5, Caribbean Lands, Fideler, Page 55.
During the 1700's, little sugarcane was grown in Cuba and other Spanish colonies in the West Indies. The Spanish were not interested in earning money from farming. Because they did not need a large supply of labor, they had very few slaves.

Grade 5, Caribbean Lands, Fideler, Page 67.
United States companies brought many benefits to the people of the Caribbean lands. They employed thousands of workers, often paying them much higher wages than they could have received from local employers.

Grade 5, Caribbean Lands, Fideler, Page 87.
The crafts of the Caribbean lands show the influence of Indian and African cultures. The skills of the people who came from these civilizations have been handed down from generation to generation.

Grade 5, Caribbean Lands, Fideler, Page 119.
There are many reasons for the lack of industry in the Caribbean lands. Few people in this region have the technical skills needed to do factory work. Even fewer have been trained as engineers and managers. Most of the people are poor, uneducated farmers who scratch out a bare living from the soil in much the same way their ancestors did one hundred years ago.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 27.
Labor -- human resources -- is one of the most important resources in production and involves all types of workers.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 50.
The quantity and quality of human resources are important for economic growth.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 88.
Man's use of resources is related to his desires, customs and level of technology.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 9
The human resources available in our country change in both number and skill due to immigration, population growth and education.

Grade 5, In These United States, Heath, Page 28.
Many immigrants came to America because there were many jobs and a vast amount of cheap land available. These immigrants brought skills which helped America grow.

Grade 5, In These United States, Heath, Page 73.
Slavery persisted though many people in the North and the South were opposed to it. The southern economy seemed to depend on it.

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Grade 5, In These United States, Heath, Page 80.
Many nations, including the United States, give aid to countries that need help to develop their manpower and natural resources.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 42.
In most parts of the world, farmers have periods of very heavy work and slack periods when repairs to tools or to drains and ditches can be made. This is not the case in the Delta, where the farmers are unremittingly busy on one crop after another. Industry can provide jobs for people who own no land. Egypt must first solve several problems: (1) workers must be trained to factory discipline; (2) schools are needed; (3) the pressure of population growth should be eased; (4) more capital is needed.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 55.
Going to school might bring the people ideas that they would not encounter in regular village life. The education could enable them to get skilled jobs with pay so that they could buy the goods they need to live.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 56.
Education will give people the necessary skills, reading, writing, mathematics -- so they can learn to do industrial or technical jobs and get high pay. Education is a necessary preparation for any good job in an industrial economy.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 86.
From the time of the first Zionist immigrations, women in Isreal have had full equal rights with men. They have served their nation in industry, in education, in agriculture, in government, and in the military.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 123.
During the early years of Aramco's operations, most of the Arab workers fell into the unskilled category. The management was American, and most of the technical and skilled jobs were held by Americans and other foreigners, such as Italians, Adenese, and Dutch.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 124.
Modern and efficient farm methods and tools would reduce the number of farmers in the Middle East. One farm machine could replace the land labor of many men. This has been shown in the United States.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 117.
People are paid wages or salaries for their productive services.

Grade 5, Man the Toolmaker, (TE), Follett, Page 157.
To become farmers, hunters would have to give up such habits as wandering from place to place, hunting every day, and living in temporary shelters. They would have to acquire all the skills necessary to farm.

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Grade 5, Man the Toolmaker, (TE), Follett, Page T172.
The first wife of a Bantu man had to plant crops and be able to cook well. Pygmy girls are not taught to do there things as they are growing up. So a Bantu's Pygmy wife spends her time caring for her children and helping in other ways.

Grade 5, Man the Toolmaker, (TE), Follett, Page T187.
In summer, the labor of the common people furnished the surplus that supported the ruling classes. No longer did all possess similar tools and skills or enjoy free and equal access to the land.

Grade 5, Man the Toolmaker, (TE), Follett, Page T190.
Sumerians manufactured many kinds of products. A worker needed knowledge and talent to make most of these items. Because of their knowledge and skill, these workers are often called craftsmen. All the traders, merchants, artists, craftsmen, and workers earned money for what they did.

Grade 5, Man the Toolmaker, (TE), Follett, Page T194.
In Sumer, some farmers probably would have liked being in a higher social class, but they did not have the wherewithal to learn more valued skills.

Grade 5, Man the Toolmaker, (TE), Follett, Page T224.
Without slaves, Roman society would be totally different. Although some machines existed that could take over slaves' work, slaves were used in any case. Many slaves worked as simple laborers on the huge farms of the wealthy citizens.

Grade 5, Man the Toolmaker, (TE), Follett, Page T246.
A free man, working for his own livelihood, would be more motivated than a slave to think up a way to increase production; a slave, whose profits went to his master, would gain nothing from increased production. A man who paid his workers would have more motivation for trying to increase production than a slave owner.

Grade 5, Man the Toolmaker, (TE), Follett, Page 236.
For many workers, the problems of city living got worse as the factory machines got better. Better machines often meant fewer jobs for workers. Factory owners said that machines were cheaper and faster than human laborers. As the owners bought new machines, they laid off workers from their jobs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T266.
Early in the Industrial Revolution, each owner hired the cheapest workers. Women worked for less money than men. And better yet for the owners, they seldom argued or wasted time on the job. Children worked for even smaller wages, and saved the owners still more money. Yet they could do many factory jobs as well as adults, sometimes even better.

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Grade 5, Man the Toolmaker, (TE), Follett, Page T315.
The second World War and the production boom created a manpower shortage on the homefront, and brought about a great reshuffling of population. Millions of Americans joined the armed forces and departed for overseas duty. Millions more moved to urban areas to work in defense plants, creating acute housing shortages and other problems for the war-boom cities. Women swelled the labor force, taking advantage of the new opportunities created by the absence of men.

Grade 5, Man the Toolmaker, (TE), Follett, Page T318.
After World War II, large numbers of farm workers moved into the cities, hoping to find new jobs. They learned that they did not have the skills and schooling needed to work in city stores, factories, and offices.

Grade 5, Man the Toolmaker, (TE), Follett, Page T359.
Experts who work among the poor say that people are not poor because they do not want to work. Many poor people simply cannot find jobs. Others have jobs that pay low wages or jobs that are part-time.

Grade 5, Midwest and Great Plains, Fideler, Page 108.
The new machines and methods that farmers and industrial workers use today make it possible for each worker to produce large quantities of goods. Since the average worker is highly productive, he can earn a good income.

Grade 5, Midwest and Great Plains, Fideler, Page 109.
There are several reasons why some people are not able to earn a better living. Many are ill or handicapped. Some lack the education they need, either because they attended poor schools or because they dropped out before graduation.

Grade 5, Midwest and Great Plains, Fideler, Page 140.
Automation is taking jobs away from unskilled workers. Automatic machines are doing more and more of the work that used to be done by people.

Grade 5, Midwest and Great Plains, Fideler, Page 141.
Thousands of factory workers are now unemployed as a result of automation. Most of these people do not have much education or special training. In the past, many job opportunities were available for unskilled workers. Today, however, these people often have difficulty getting jobs because they lack the education or the special training needed to work in automated industries. They must be trained for jobs that are available at the present time and that will continue to be available in the future.

Grade 5, Midwest and Great Plains, Fideler, Page 142.
In industry, disputes sometimes arise between workers and employers. For example, the workers in a particular factory may want higher wages or better working conditions. If their employer will not meet their demands, the workers may strike. In other words, they may join together and refuse to work.

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Grade 5, Midwest and Great Plains, Fideler, Page 144.
In the United States today, more than five million workers do not have regular jobs. Our unemployed lack jobs for a number of different reasons. Some people cannot find employment because they do not have the education or the special skills needed to hold the jobs that are available.

Grade 5, Midwest and Great Plains, Fideler, Page 147.
Black families who live in large cities face other problems in addition to discrimination. Many of these people came to the cities from rural areas in the South. They lack the education or the special skills needed to hold good jobs in industry.

Grade 5, Midwest and Great Plains, Fideler, Page 148.
Many Indians in the Midwest and Great Plains lack the education or skills needed to earn a good living.

Grade 5, The Northeast, Fideler, Page 66.
Many different skills were brought to America by the settlers. Farmers brought not only plants and livestock from Europe, but also their methods of planting and harvesting crops. The men who had been craftsmen in Europe brought their skills in making furniture and other household articles. Most of the women who came to America knew how to spin, weave, and sew. They also knew how to preserve food.

Grade 5, The Northeast, Fideler, Page 107.
In colonial days, slavery had been permitted in the Northeast. However, slaves were not very useful in this region. Most farms in the Northeast were too small to require large numbers of workers. Also, factory owners used hired workers rather than slaves. The hired workers could be laid off if business was poor, but slaves had to be fed and clothed all the time. Most people in the South strongly resented abolitionists. They realized that the South's plantation system would break down without slave labor.

Grade 5, The Northeast, Fideler, Page 121.
At first, life was not easy for most of the immigrants who came to the Northeast. These people were generally very poor, and they brought few possessions with them to America. Because most of them did not have any special skills, they could not get well-paying jobs. Usually they had to do the hardest, most unpleasant kinds of work for long hours at low pay.

Grade 5, The Northeast, Fideler, Page 123.
During World War I, factories in the Northeast needed large numbers of workers to produce military equipment. Hundreds of thousands of people came to the cities from rural areas to work in industry.

Grade 5, The Northeast, Fideler, Page 134.
In addition to the settlers who immigrated to the Northeast from Europe, there were also many black people who were brought from Africa.

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Grade 5, The Northeast, Fideler, Page 141.
The people of the Northeast, through their labor, their skills, and their talents, have all helped to make the United States the strong and prosperous country it is today.

Grade 5, The Northeast, Fideler, Page 161.
There are several reasons why people in the cities cannot find employment. Some are too elderly for certain jobs, or their health is too poor. Others cannot find jobs because of discrimination. Probably the main reason why city people are unemployed, however, is that they lack the education or the special skill needed to hold the jobs that are available. Today, many jobs that used to be done by unskilled or partly skilled workers are performed by automatic machinery.

Grade 5, The Northeast, Fideler, Page 162.
At the present time, many people in the Northeast are not receiving the education that would enable them to satisfy their physical and social needs. Even if they attend good schools, most slum children have trouble gaining an education. This is because their home life has not prepared them to do schoolwork.

Grade 5, The Northeast, Fideler, Page 165.
Unsolved social problems represent a great waste of human resources. People who have never had a chance to develop their abilities are not able to produce goods and services needed by themselves, their families, and other people in our country. The result is a lower standard of living for everyone.

Grade 5, The Northeast, Fideler, Page 168.
Many people are poor because they do not have the skills or the education needed to hold good jobs. Today, Americans are trying in various ways to solve the urgent problems of unemployment.

Grade 5, The Northeast, Fideler, Page 194.
There is unemployment in eastern Pennsylvania, where anthracite is mined. As you have learned, there is not much demand for this type of coal. Therefore, today very little anthracite is mined, and few workers are needed. Some of the towns have tried to bring in new industry. Government training programs provide unemployed workers with an opportunity to learn skills for different types of jobs. However, many of the men who were once coal miners are still without jobs.

Grade 5, The Northeast, Fideler, Page 206.
In a steel mill, skilled people are needed to run the machines and to work in the factory offices. To produce goods of high quality, workers and managers must be well trained.

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Grade 5, The Northeast, Fideler, Page 260.
In every community that has ever existed in the world, the older people have passed on their knowledge and their skills to the younger people. Today, children in most parts of the world obtain a large part of their education in schools.

Grade 5, One Nation: The United States, (TE), Ginn, Page 38.
Many people in our cities are unemployed. That is, they have no jobs at all. Many of these people have not had much education. Nor do they have the kinds of skills they need to get good-paying jobs.

Grade 5, One Nation: The United States, (TE), Ginn, Page 50.
The owners of large plantations in the South wanted slaves to plant and harvest their crops. Men and women were kidnapped from their homes in Africa and forced to come to this land to work as slaves.

Grade 5, One Nation: The United States, (TE), Ginn, Page 51.
About a century ago, a great many black people in the South lived and worked on farms. With the introduction of automatic farm equipment, fewer farm workers were needed. Many black farm workers lost their jobs. At about the same time, industry in our country was growing. More and more factory workers were needed. Southern black people migrated to towns and cities.

Grade 5, One Nation: The United States, (TE), Ginn, Page 102.
The second-largest group of specialized workers in the American labor force are salespeople.

Grade 5, One Nation: The United States, (TE), Ginn, Page 103.
The people who work in government are the third-largest group of workers in the United States.

Grade 5, One Nation: The United States, (TE), Ginn, Page 104.
The fourth-largest group of workers in the United States are the professional people.

Grade 5, One Nation: The United States, (TE), Ginn, Page 110.
Machines now can do the work of a great many miners. Some miners have learned to operate or repair new machines. They have kept their jobs. But many other miners became unemployed. Those who could not learn to specialize at other work or could not move to new jobs in other parts of the country are still unemployed.

Grade 5, One Nation: The United States, (TE), Ginn, Page 115.
The workers in our factories are very important to our success. Industry needs many kinds of specialized workers.

Grade 5, One Nation: The United States, (TE), Ginn, Page 171.
Volunteer jobs take time. Sometimes they are hard work. Adults are not paid for doing these jobs. They do them because they want to help other people.

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Grade 5, One Nation: The United States, (TE), Ginn, Page 226.
People in all nations have different kinds of jobs. But the majority of our world neighbors are farmers or fishermen.

Grade 5, One Nation: The United States, (TE), Ginn, Page 283.
The Indians of the Eastern Woodlands were toolmakers. Their skills and work made possible the tools the Indians needed to perform their work.

Grade 5, One Nation: The United States, (TE), Ginn, Page 378.
Southern cotton planters and their families lived a very enjoyable life. Their beautiful homes, clothing, and other possessions came from the sale of the valuable cotton crop which grew on the plantations. The work which produced the cotton crop was done by black slaves.

Grade 5, One Nation: The United States, (TE), Ginn, Page 405.
Since many of the new agricultural inventions were work-saving machines for farmers, Southern planters were not too interested in them. They felt they had more than enough slaves to do all the work that needed to be done on their cotton plantations.

Grade 5, One Nation: The United States, (TE), Ginn, Page 435.
Businessmen soon decided that women were more skillful at using typewriters, so many women were hired to work in offices at that time. By 1900, there were over 100,000 "lady typewriters," in the United States.

Grade 5, One Nation: The United States, (TE), Ginn, Page 442.
Even if they had all the resources, machinery, and money in the world, the owners of American corporations would have been able to produce nothing unless they had workers. As industry grew between 1865 and 1900, a large labor force was needed. Since most Americans didn't have to grow all their own food, they were able to take jobs in industry. Among them were workers who lost their jobs on farms when the new machinery was introduced. The immigrants who came to the USA became part of the labor force. Even women and very young children worked in the mines and factories at that time.

Grade 5, One Nation: The United States, (TE), Ginn, Page 468.
Congress and F.D.R. worked together to set up a National Labor Board. The board enforced the workers' right to bargain with their employers for better pay and working conditions. It also acted as a kind of umpire in disputes between the owners of business and their workers.

Grade 5, One Nation: The United States, (TE), Ginn, Page T34.
In our country, people need money to buy the goods they need to stay alive. When a worker becomes unemployed, a family's money supply is cut off.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 42.
Slavery was a thriving practice in colonial Virginia. Specialization in tobacco production led to the plantation system and the use of slave labor.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 45.
The tobacco planters needed slaves because they needed large numbers of unskilled workers.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 60.
Some immigrants were so eager to begin a new life in America that they sold themselves into indentured servitude for several years to obtain their passage.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 152.
Southern people thought slavery was essential to the maintenance of their economy.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 155.
Hinton Helper thought free labor was cheaper than slave labor, because free men would work hard to make money to buy farms or go into business for themselves. Only the threat of physical punishment kept slaves working. Free men could be hired only when needed whereas slaves had to be supported even when they were not working.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 166.
Strikes often result from workers' dissatisfaction with wages and working conditions.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh. Page 172.
The original immigrants became farmers because it was easy to obtain land; when the later immigrants arrived, less land was available but there were many factory jobs. By 1907, some people were afraid of immigration. The cities, where most immigrants settled, were already crowded and there were already more workers than jobs.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 176.
If a woman can do a job well and is denied the opportunity to work at it, both the woman and all those who would benefit from having the job done would be hurt.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 182.
Employers were opposed to labor unions because they didn't want to raise wages or be forced to grant better working conditions.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A. Senesh, Page 209.
Labor costs are soaring in the steel industry. Labor problems are common. Contract negotiations every two years lead to threats of strikes.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 221.
As our economic system becomes more complex, jobs require people with more training and skills. Education also helps people to develop new goods and services.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 249.
There are many purposes of education. One purpose is to help people choose jobs that make them happy.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 258.
Formal education has become more important. Uneducated people, or those with few skills, often become prisoners of the lowest class as occupations become more complex in the technological society.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 260.
A social pyramid exists in the United States today with poor, unskilled workers at its base.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 261.
Many American workers believe that if they are organized in a union, the economic system will give them an opportunity to get ahead.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 265.
Many poor people cannot afford training for better jobs; some feel trapped in poverty and have lost hope of escaping it; rising costs hurt people in low-paying jobs; some people are too old or too sick to work; in some regions, there are few jobs available; minority groups are often discriminated against.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 84.
Farming began when people learned to grow the food they needed by planting roots and seeds.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 124.
The Eskimos needed great skills and patience to bring home enough meat to feed their families.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 130.
In every culture people use skills to do work. A skill is something you learn to do. In old-time Eskimo culture, special skills were needed. Boys had to harpoon seals. Girls had to make food and clothing from parts of the seal. As Eskimo culture changed, however, new skills were needed.

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Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 162.
Knowledge and skills are needed to use, improve, and conserve the resources of an environment.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
Labor is work for the people who do it. Paying people to do the labor is one of the major costs of production in a factory.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 28.
An industry depends largely upon an adequate labor supply.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 29.
Some people went to Saugus Ironworks because they wanted to. But many people were forced to come to the colonies to work in the iron industry. Some of the workers brought over by force were prisoners of war taken in a battle between the English and the Scottish armies at Dunbar. Most of the workers brought to Hammersmith against their wills were expected to cut wood and to run farms owned by the ironworks. They never really learned the ironworks trade.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 122.
The towns attracted many workers. Some of the people who came to the towns to work took jobs that they did not know how to do. Some worked for low wages and some did poor work. Other skilled workers, or craftsmen, decided they needed to stick together according to their jobs. These skilled workers decided to form clubs for the men of each craft. There clubs were called guilds.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 135.
Workers were brought to America to work on the estates of wealthy people. Many of the people who came to New England had been carpenters, brickmakers, bricklayers, and stonecutters at home. Some of the people had been cabinetmakers, tinsmiths, goldsmiths, silversmiths, and portrait painters. All of these people were needed in New England.

Grade 5, The Social Studies and Our Country,(TE), Laidlaw, Page 139.
Some of the people who came to the colonies owned large amounts of property. They needed people to work on their property, but there was a great shortage of workers. Sometimes, an employer would contact workers in England who were willing to come to America but could not afford a ticket to come. They employer would offer to give the workers tickets. In exchange, the workers would agree to work for the employer for many years. People who had to stay with the same employer for a period of years were called indentured servants.

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Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 163. In all the colonies there were many people who owned no land. These people were mostly the laborers and indentured servants--both black and white. They worked for and often lived with those who did own the land. Many laborers and indentured servants later became free and were given land of their own as part of the payment for work previously done.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 168. Members of the dependent class known as indentured servants sometimes came to America willingly and sometimes unwillingly. Indentured servants had a legal agreement which gave them certain rights and bound them to serve only a specific number of years.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 169. The first negroes to arrive in America were indentured servants. Some black indentured servants were gradually forced into slavery.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 191. There was a shortage of workers for colonial mills and workshops. The shortage of colonial workers was partly met by the boys from large colonial families and by people coming to America from Europe.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 192. Part of the need for workers in the colonies was filled by both white indentured servants and black indentured servants.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 228. Slavery was important in our country's economy. The Southern part of our country imported slaves from Africa. These slaves were forced to work without pay on the plantations and farms.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 280. In the 1900's the population of cities increased by leaps and bounds. As America became more and more industrialized, great numbers of people moved to the places where the factories were located. All kinds of people poured into the cities. Many individuals left the farms of America for jobs in the cities. They looked forward to making more money in the cities than they were making on the farms.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 336. Many Americans objected to the large flow of foreigners into the United States. Workers argued that the newcomers to America lowered wages for everyone. Another reason was that businessmen no longer needed foreign labor for building railroads and working in factories. So, in the 1920's the number of immigrants coming to the United States was greatly reduced.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T63. The skills of people who came to North America contributed to the growth of the early colonies. Women were important to the success of the colonies.

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Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T85. Population growth--from births and migrations--between 1700 and 1760 brought about changes and problems in the colonies.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T132. Sufficient numbers of skilled and unskilled laborers are an advantage to an industrializing country.

Grade 5, The South, Fideler, Page 75. In the middle of the nineteenth century, the South was still mainly a region of farms. Wherever, the land was level and fertile, there were great plantations. Negro slaves did the work on these plantations, where crops such as cotton, sugarcane, or tobacco were grown.

Grade 5, The South, Fideler, Page 86. Before the Civil War, most farm work in the South was done by slaves on large plantations. After the war, plantation owners no longer had slaves to do the work. Few of them had enough money to pay laborers to do the work. Some planters sold small plots of land to people who wanted to own farms. Most plantation owners turned to tenent farming as a way of putting their land into use again.

Grade 5, The South, Fideler, Page 96. Early in the seventeenth century, colonists began to use Negro slaves as farm workers. Landowners in the South soon became dependent on slave labor to produce their enormous crops of rice, tobacco, sugarcane, indigo, and cotton. The work performed by the black slaves made it possible for the South to become an important farming region.

Grade 5, The South, Fideler, Page 103. Education is another great idea that has helped the cities of the South to grow. In every community, young people must learn certain skills in order to earn a living.

Grade 5, The South, Fideler, Page 108. Thousands of workers in Atlanta are employed in government work or in manufacturing.

Grade 5, The South, Fideler, Page 128. In the United States, About one-sixth of our workers have government jobs or are in the armed services. The remaining jobs are provided by private industry. At the present time, however, more than five million persons in our country, still are unable to find jobs.

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Grade 5, The South, Fideler, Page 130.
Unemployed people who live in depressed areas are often unable to move to places where there are more jobs. They cannot save enough money to pay for the cost of moving. Large numbers of unemployed workers in the United States do not live in depressed areas, however. They live in cities where jobs are available. Many of these people cannot find employment because they do not have the education, the special skills, or the health needed to fill the jobs that are available. Others cannot find jobs because of discrimination.

Grade 5, The South, Fideler, Page 132.
At present, there are many unskilled workers who are unemployed on account of automation. The answer lies in providing more opportunities for education. Our schools and training programs must prepare more people to live and work successfully in today's world.

Grade 5, The South, Fideler, Page 208.
Many of the South's new industries are unlike the older ones such as the manufacture of textiles. They do not depend so much on a nearby source of raw materials. Their most important "resources" are the skills and ideas of Southern workers.

Grade 5, South America, Fideler, Page 4.
Most farmers in South America who own land have only small plots on which to grow crops. Many of these farmers are not able to raise enough food for their families. Other South Americans own no land at all. They must work as laborers on the large estates. Because they are paid very low wages, they find it difficult to meet their needs.

Grade 5, South America, Fideler, Page 5.
The rapid increase in urban population in South America has created many problems in South America. Most of the new city dwellers do not have the skills that would enable them to get jobs in business and industry. Many cannot even read and write. As a result, thousands of city dwellers are unable to find any way of earning a living.

Grade 5, South America, Fideler, Page 36.
For most people in the South American colonies life was very hard. Many people of mixed European and Indian blood, called mestizos, worked on small farms or earned their living as unskilled laborers. Indians were forced to work in the mines or on the huge estates of the wealthy families.

Grade 5, South America, Fideler, Page 62.
Packing, hauling, and shipping the millions of tons of coffee grown in Brazil provides jobs for many people in Sao Paulo.

Grade 5, This Favored Land, (TE), Macmillan, Page 42.
It takes many workers to grow tobacco or rice. For a while, indentured white servants solved the labor problem. When the terms of their indentures were over, many of these farm workers moved on to work land of their own. So the labor shortage continued. The problem was worked out by borrowing from a neighboring culture. In the West Indies, slaves were used as laborers.

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Grade 5, This Favored Land, (TE), Macmillan, Page 43.
Not all blacks were slaves. From the earliest days in both the North and the South, there were free blacks. Some were servants who had worked out their indentures. Some slaves were given their freedom. Some earned the money to buy their freedom. Most free blacks lived in towns where they could earn a living at a trade.

Grade 5, This Favored Land, (TE), Macmillan, Page 44.
In time, some farmers bought more land and more slaves. Then the slaves did all the heavy work. When the owner had enough slaves, usually six or more, so that he spent his time managing them, the farm was big enough to be called a plantation.

Grade 5, This Favored Land, (TE), Macmillan, Page 140.
On cotton plantations, slaves worked, as did all farmers of that day, from sunrise to sunset during planting and harvesting seasons. Except on the sugar plantations in Louisiana, the work was not as heavy during other seasons.

Grade 5, This Favored Land, (TE), Macmillan, Page 208.
The Indians were invited to come to the missions in California to live. When they arrived, all they could do was gather nuts and weave baskets. But in the missions they were taught many trades and skills.

Grade 5, This Favored Land, (TE), Macmillan, Page 229.
An Industrial Revolution needs people to produce goods. It needs people to buy the goods produced.

Grade 5, This Favored Land, (TE), Macmillan, Page 232.
The Irish who came to the United States in the 1840's and 1850's were mostly country people. Many employers wanted no part of the immigrant workers. Signs on factory doors saying "No Irish Need Apply" closed many jobs to them. But thousands of other jobs that required hard physical labor were waiting to be done. The Irish swung pickaxes and shovels that got streets paved and sewers dug. The Erie Canal and many other canals were largely built by Irish labor. Irish workers laid thousands of miles of railroad tracks. As the years passed the Irish climbed up the ladder in the world of work.

Grade 5, This Favored Land, (TE), Macmillan, Page 206.
There was a constant flow of sharecroppers and poor folk from the country in the South to the cotton mills. The long hours and low wages did not seem long and low to the hillbillies and poverty-stricken plow hands.

Grade 5, This Favored Land, (TE), Macmillan, Page 314.
Unions work to improve the wages, hours, and working conditions for their members.

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Grade 5, This Favored Land, (TE), Macmillan, Page 316.
The first few Italians who got to New York found jobs easily. Their letters urged others to follow. He could truthfully tell his old friends that they could easily find jobs in the United States. There were thousands of jobs to be done, as there had been when the Irish came in such number. These were jobs that took hard back-breaking labor.

Grade 5, This Favored Land, (TE), Macmillan, Page 322.
Those who worried about the flood of immigrants in the 1920's did not see how needed those immigrants were. We know what they did to build cities, to work in the mines, to man the factories, and to settle the land.

Grade 5, This Favored Land, (TE), Macmillan, Page 336.
In the General Farming Belt, a little bit of everything is done. Farm income in this belt is low. Some farmers work in towns and farm only part of the time.

Grade 5, This Favored Land, (TE), Macmillan, Page 351.
Many of the big industries of the Northeast are there because of the workers in the region. In New England, workers, rather than natural resources are the reason for industrial success. For years, it was able to stay ahead of other regions because of its early start. It had large numbers of workers who became skilled.

Grade 5, This Favored Land, (TE), Macmillan, Page 354.
The skills of New Englanders made them able to shift to making many products. Today, thousands of skilled workers make high-value goods of all kinds.

Grade 5, This Favored Land, (TE), Macmillan, Page 356.
Workers and markets are the big reasons for the clothing industry in New York. Thousands of workers skilled in making clothing live right in the city.

Grade 5, This Favored Land,(TE), Macmillan, Page 358.
Hand labor is important in the cranberry swamps on Cape Cod. Machines would crush the berries.

Grade 5, This Favored Land, (TE), Macmillan, Page 373.
Today more people are at work in the southern textile industry than in any other industry in the region.

Grade 5, This Favored Land, (TE), Macmillan, Page 407.
Vegetable farming requires a lot of labor during the harvesting season. A migrant labor force, mostly Mexican-Americans, has met this labor need for many years. They are called "migrant" workers because they migrate, or move, from place to place to harvest the crops. Migrant labor is being used less today.

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Grade 5, This Favored Land, (TE), Macmillan, Page 408.
Workers in the fields of California have started to work together recently. Farm workers have always been a difficult group for the union organizers to work with. Because their place of work changes so often, they are hard to reach. Many city people have taken the side of the farm workers. They agree that wages and working conditions of the migrant workers--workers who move from farm to farm--should be better.

Grade 5, This Favored Land, (TE), Macmillan, Page 451.
Many midwestern farmers were the sons of homesteaders who had learned the kind of dry farming needed to work the drier sections of the western prairies. Seeking new lands for themselves, they brought these important skills with them and taught their neighbors.

Grade 5, This Favored Land, (TE), Macmillan, Page T87.
Production becomes greater as industrialization spreads to more industries; workers produce more in each hour they work because they are working with power-driven machinery. In other words, workers become more productive.

Grade 5, This Favored Land, (TE), Macmillan, Page T99.
Because the South was poor, public education for both white and blacks was neglected, with the black schools being worse off in every way than the white schools.

Grade 5, This Favored Land, (TE), Macmillan, Pages T131 and T139.
The economy of a region is related to available natural resources, human knowledge and skills, and tradition.

Grade 5, The West, Fideler, Page 94.
Many of the people who live in California came to this state to find work. As more people moved to California still more jobs were created.

Grade 5, The West, Fideler, Page 119.
There are several reasons why people cannot obtain jobs that will provide them with a good living. Some people are too elderly for certain kinds of work, or their health is too poor. Others cannot find jobs because of discrimination. However, the main reason why people cannot obtain good jobs is that they lack the education or special skills needed to hold the jobs that are available.

Grade 5, The West, Fideler, Page 120.
To earn a good living today, most people need a better education than they would have needed in the past.

Grade 5, The West, Fideler, Page 123.
Problems such as poverty, lack of education, and discrimination affect everyone in a community. They prevent many people from developing and using their abilities fully. These people are not able to produce the goods or perform the services needed by themselves, their families, and other people. As a result, everyone's standard of living is lower than it would be if these problems were solved.

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Grade 5, The West, Fideler, Page 246.
In Alaska more people work for the federal government than for any other employer.

Grade 6, Adventure: Economics, Ohio, Page 63.
Labor is the human effort used in the production process.

Grade 6, Africa, Fideler, Page 26.
The early farmers of Africa developed many new skills. They learned how to spin thread from fibers of wool and flax and how to weave the thread into cloth. They learned how to use clay in making bricks and pottery, and how to use reeds in making baskets and other articles. With these new skills, people were able to make greater use of their natural resources.

Grade 6, Africa, Fideler, Page 36.
Many of the skills and ideas of the Romans were forgotten after the fall of Rome. For this reason, the period is often known as the Dark Ages.

Grade 6, Africa, Fideler, Page 45.
Many people in the Bantu kingdoms of the Congo River basin became skilled craftsmen. Wome became excellent weavers. They made useful articles from raffia, a kind of dried grass. Artists in Africa today are famous for their wood carvings.

Grade 6, Africa, Fideler, Page 88.
Most Egyptians, are farmers who live on the Nile Delta and in the Valley of the Nile River.

Grade 6, Africa, Fideler, Page 91.
Today, many people from the Zulus tribe leave their villages to earn their living in African mines or factories.

Grade 6, Africa, Fideler, Page 105.
Africans must learn to read and write. They then will be able to find ways of bringing a better life to their homelands. They must learn scientific methods of farming and the skills needed for jobs in industry.

Grade 6, Africa, Fideler, Page 112.
Most Africans make their living by raising livestock or growing crops. Many of these farmers are very poor. Except on large farms and plantations, very little modern farm machinery is used in Africa. People cultivate their fields with hoes or wooden plows pulled by oxen.

Grade 6, Africa, Fideler, Page 129.
Only a small number of Africans make their living in industry. Most are farmers and herders. They do not have the education and skills they need to develop modern industries. Patient craftsmen make by hand many of the tools, household goods, and other things which Africa's people use.

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Grade 6, Africa, Fideler, Page 141.
Unlike the people who live in developed areas of the world, the people of Africa produce most of the things they need by hand, or with tools that are powered by the muscles of men or animals. Many African farmers still use such simple farming methods that they raise enough food for only a few people besides themselves.

Grade 6, British Isles, Fideler, Page 34.
In recent years, the United Kingdom has been troubled with many social and economic problems. Labor union strikes have caused widespread unemployment.

Grade 6, British Isles, Fideler, Page 95.
About two out of every hundred British workers earn their living in agriculture. About thirty out of every hundred workers in the Irish Republic earn their living on farms.

Grade 6, British Isles, Fideler, Page 96.
Many of the British are coal miners. Others work in mills and factories near the coalfields.

Grade 6, British Isles, Fideler, Page 109.
More than half of Britain's factory workers are employed in the metal industry.

Grade 6, British Isles, Fideler, Page 122.
In every community, the older people pass on certain ideas and skills to the younger people. In early times, parents taught their children most of the things they needed to know in order to live successfully. Today children in most parts of the world obtain a large part of their education in school.

Grade 6, The Challenge,of Change, (TE), Allyn and Bacon, Page 93.
The weavers feared (rightly) that machines would speed up production and put many of them out of work. We call this technological unemployment.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 103.
Child labor may be acceptable in family or domestic production, but it results in cruel exploitation in factories.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 105.
Developing countries, have problems other than the need for capital. They need to accustom the new industrial working class to a new way of life. They also need skilled workers, engineers, and managers. They need new educational institutions.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 107.
Technological unemployment harmed many workers. The overcrowding of industrial towns also was harmful. Families were sometimes affected badly by the factory system since mother and children might have to work 15 hours a day in the factory.

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Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 108.
More women than men worked in the mills when they were first opened. Their unskilled labor was cheaper. No doubt children on farms and at home were often abused, but generally their parents would see that they were not brutally overworked. In the factory the overseer, had no such parental affection to restrain him from exploiting and bullying children.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 109.
Child labor was as efficient as adult labor for many unskilled jobs; since a child's wages were very low, the competition of children with adults not only kept many adults from getting jobs, but also kept all wages low. Under factory ststems, an individual worker is more or less helpless to resist or protest. If however, workers form a union and act together, they can make their views and grievances heard, and the employer will not be in a position to fire all the workers.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 110.
Many workers have been ruined by new machines; many jobs have been made obsolete. However in the long run, technological improvements lead to more and more jobs, not fewer.

Grade 6, Cultures in Transition, (TE), Follett, Page T40.
Most Roman slaves came from conquered foreign lands. Large landholders found slavery profitable because they did not have to pay wages and could charge lower prices.

Grade 6, Cultures in Transition, (TE), Follett, Page T41.
In modern nations, a shortage of farmers often develops when city jobs become more profitable and attractive than farm work.

Grade 6, Cultures in Transition, (TE), Follett, Page T60.
Rich Romans bought slaves not only to work their estates but also to be servants.

Grade 6, Cultures in Transition, (TE), Follett, Page T65.
Technological skills advanced during the Middle Ages. Some crafts, such as the making of stained glass, have not been equaled since.

Grade 6, Cultures in Transition, (TE), Follett, Page T108.
Merchants and craftsmen founded guilds to further their common goals and interests. The guilds saw to it that their members produced goods of high quality. In order to insure a fair income for all its member craftsmen, a guild also fixed the prices of their products.

Grade 6, Cultures in Transition, (TE), Follett, Page 178.
Early labor laws covered only women and children. Eventually the other workers organized unions to help themselves. The first of these organizations were social groups that collected dues and paid sick benefits.

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Grade 6, Cultures in Transition, (TE), Follett, Page T264.
Millions of Chinese made a living as farmers, with perhaps some laborers, merchants, and craftsmen during the rule of the Mandarins. They did the work of producing food or making the goods that society needed. They fought its wars and built its roads, cities, and canals.

Grade 6, Cultures in Transition, (TE), Follett, Page T297.
By the early 1960's, Chinese factory workers began to call for higher wages. The spirit of the revolution and the frenzied activity of the 1950's seemed to have dissappeared.

Grade 6, Cultures in Transition, (TE), Follett, Page T386.
Unions are workers' organizations formed to voice the needs of industrial workers and to deal with management in such a way as to fulfill those needs.

Grade 6, Cultures in Transition, (TE), Follett, Page T407.
More than any other factor, Japan's labor shortage has helped open new doors for women. For every high school graduate in Japan, several jobs are waiting. Men cannot fill all of them. As more men move to cities, opportunities arise for women in smaller towns. But whatever her job, the Japanese women earn less than her male counterpart doing the same work.

Grade 6, Cultures in Transition, (TE), Follett, Page T409.
Outside the home, women worked in textile factories and offices. But they always did lowly kinds of work. Some women became teachers in elementary schools. Here they gained respect and dignity. But whatever the job, women were always paid less than men. They lost their jobs immediately when they married.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 27.
Labor -- human resources -- is one of the most important resources in production and involves all types of workers.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 50.
The quantity and quality of human resources are important for economic growth.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 86.
A nation's most important resource is its people because man's creative mind has developed the capital resources necessary to use his natural resources in order to satisfy his needs and wants.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 95.
The term human resources is used broadly in include all human efforts both "brain" and "brawn".

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 7.
Economically underdeveloped countries provide only a low standard of living for their people. The people of these countries want economic growth but are hindered by, among other things, their lack of labor skills.

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Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 8.
In order to use more complex machines and production methods, the workers need education and training.

Grade 6, Eleven Nations, (TE), Ginn, Page 32.
In the early 1800's, men, women, and children toiled day after day, people would repeat the same simple operation and breathe air heavy with dust and smoke. Such an atmosphere was unhealthy. Lungs and muscles were harmed by the lack of sunlight, fresh air, and outdoor exercise.

Grade 6, Eleven Nations, (TE), Ginn, Page 34.
Probably most factory workers would have spent shorter hours at their jobs had they earned more money, but wages were low. Most people had to work twelve and even fourteen hours a day, six days a week.

Grade 6, Eleven Nations, (TE), Ginn, Page 37.
One method used by the factory workers for strengthening their position was to form groups of workers to bargain with the owners of the factories where they worked. These groups elected representatives and are called unions.

Grade 6, Eleven Nations, (TE), Ginn, Page 47.
There are many skilled workers in Great Britain because it is possible to get an excellent education there. All British children receive an elementary education in either public or private schools. Secondary schools prepare students for either technical occupations or for study at a university.

Grade 6, Eleven Nations, (TE), Ginn, Page 70.
Peter the Great of Russia wanted Russian craftsmen to build modern tools and weapons. This required new skills and knowledge. So he sent hundreds of Russian students to France, Italy, and England to study the latest techniques of science and warfare.

Grade 6, Eleven Nations, (TE), Ginn, Page 73.
One hundred years ago Russian peasants still used crude hoes, spades, and plows. Labor-saving machinery was unknown in rural Russia. Few landowners were even interested in introducing new techniques from western Europe into Russia's underdeveloped countryside. One reason was, serfs were so plentiful that human labor was cheaper than machines.

Grade 6, Eleven Nations, (TE), Ginn, Page 91.
Working conditions have been improving in Russia. Workers and peasants still do not live as well as do managers, professional people, party officials, or army officers. But workers can now quit their jobs and seek other work. The work week is slowly being reduced so that there will be more time for relaxation.

Grade 6, Eleven Nations, (TE), Ginn, Page 145.
The products the East German's make require great skill. East German laborers are highly skilled and the country has few raw materials. The challenge has been to use these human and natural resources as efficiently as possible.

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Grade 6, Eleven Nations, (TE), Ginn, Page 172.
Farmers who own land along the Nile in Egypt are called fellahin. To raise money, they have sold their land, but they have retained the right to farm it. This means that many young fellahin have become workers for landlords who pay them very little for their labor. The Egyptian government no longer permits this kind of arrangement.

Grade 6, Eleven Nations, (TE), Ginn, Page 265.
In October, 1960, it looked as if Nigeria was off to a good start as a new nation. It had many natural resources which could be developed with the help of outsiders. If its large population could be educated, a large supply of manpower for new industries would be available.

Grade 6, Eleven Nations, (TE), Ginn, Page 296.
The caste system in India inhibits economic growth because people accept their lot and don't strive to get an education or to change.

Grade 6, Eleven Nations, (TE), Ginn, Page 404.
Most Chinese industrial workers are young people. They live in dormitories or apartment houses built especially for them. China is educating all its people. They are learning the skills required in their new technical society.

Grade 6, Eleven Nations, (TE), Ginn, Page 471.
Many of the Portuguese settled on the coast of the Atlantic Ocean in the northeastern part of Brazil. The land was fertile, and they had an easy outlet to the sea. But they lacked an adequate labor supply for their sugarcane plantations. They tried the Indians as a source of cheap labor, but that was not satisfactory. They then resorted to the use of Africans as laborers.

Grade 6, Eleven Nations, (TE), Ginn, Page 482.
There is no need for so many people on the land in the Northeast part of Brazil. Many people need to be persuaded to leave. Because they need more education to qualify for jobs in the cities, attention is being paid to education. More schools are being built for children and education classes have been started for adults.

Grade 6, Eleven Nations, (TE), Ginn, Page 491.
Labor is a factor in production. The managers of the new industries in Brazil were able to pay good wages and thus attract many skilled workers. Businessmen and government officials also advertised abroad for labor and encouraged thousands of Europeans to move to the growing capital city, Brazilia.

Grade 6, Eleven Nations, (TE), Ginn, Page 492.
There are thousands of jobs in Sao Paulo, Brazil, but never enough people with the skills to fill them. People from all over Brazil flock to Sao Paulo. But they bring with them few skills for working in a big city.

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Grade 6, Eleven Nations, (TE), Ginn, Page 9.
Seventy-five percent of the doctors in the Soviet Union are women.

Grade 6, France, Fideler, Page 47.
About one sixth of the French workers are farmers.

Grade 6, France, Fideler, Page 63.
Although most workers in Nice earn their living by providing services to tourists the city also has factories that make perfumes, textiles, and other goods.

Grade 6, France, Fideler, Page 72.
About one third of all the secondary school students in France take courses which will prepare them for a job. These students learn skills which they plan to use after they leave school. In addition to learning job skills, these students must study some of the same subjects that students in the United States study in high school.

Grade 6, France, Fideler, Page 111.
Although some factories in France employ more than five thousand workers, most of them employ as few as ten persons or less. The French like to work in small groups. They enjoy work that requires skills and great patience. All over France we see people working at old, skilled crafts. We even find French women making things in their own homes for the factories.

Grade 6, Germany, Fideler, Page 8
The skills and attitudes of Europe's people are one reason why the countries in Europe have become so powerful. The energy and inventiveness they have shown in using natural resources and in carrying on trade have helped to make Europe one of the world's most productive continents.

Grade 6, Germany, Fideler, Page 31.
Different classes of people in Germany took part in the move to the east. Farm workers and townspeople, such as craftsmen, moved eastward, Slav rulers realizing that these industrious and skilled Germans could teach the Slavic people many things, invited more Germans to come.

Grade 6, Germany, Fideler, Page 89.
In kindergartens run by the government or by factories, children begin to learn how the goods that people need are produced. They look at pictures of simple tools.

Grade 6, Germany, Fideler, Page 94.
In West Germany, most students who complete elementary schools or middle school go on for special vocational training. Some take part-time jobs where they receive training while they work. Other students enter full-time professional schools where they learn the skills needed to do office work, housekeeping, and other jobs.

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Grade 6, Germany, Fideler, Page 129.
The Soviets, who gained control of eastern Germany after Hitler's defeat, realized the value of the supply of skilled labor here. Most of the Communist nations of the world were behind the free nations in manufacturing. German skilled workers could produce much of the factory equipment needed by other communist nations.

Grade 6, In A Race With Time, (TE), Macmillan, Page 31.
In Mexico, the king did not want the Indians to be thought of as slaves. They would give part of their labor and part of what they produced to their Spanish lord. In return, the Spanish were to protect them and see that they became Christians. Ordinarily, Indians occupy the poorest land in Mexico, do the most unskilled work, and have the lowest income.

Grade 6, In A Race With Time, (TE), Macmillan, Page 32.
The population of the Americas included many people of African descent. Southern United States, The West Indies, and Brazil had the largest numbers of slaves. There, plantations for growing cotton and sugar were developed with slave labor.

Grade 6, In A Race With Time, (TE), Macmillan, Page 40.
The smaller family farm is still the typical agricultural unit in this country. The owner works the land himself. Since he uses a great deal of machinery, he rarely hires full-time workers to help him.

Grade 6, In A Race With Time, (TE), Macmillan, Page 41.
The vast majority or rural Latin Americans either work for large landowners or make their living as subsistence farmers.

Grade 6, In A Race With Time, (TE), Macmillan, Page 75.
Two out of five workers are engaged in some form of agriculture in Mexico.

Grade 6, In A Race With Time, (TE), Macmillan, Page 92.
The Spanish settlers of Costa Rica, had no natives to work for them. When they decided to cultivate the land themselves, they changed Costa Rican history.

Grade 6, In A Race With Time, (TE), Macmillan, Page 121.
The Caribbean colonies became important when a demand for sugar developed in Europe. Then hundreds of thousands of slaves were brought from Africa to work on the sugar plantations. Within a few years, the islands became densely populated with Africans brought to the New World against their will. A few thousand white owners and overseers directed hundreds of thousands of black slaves.

Grade 6, In A Race With Time, (TE), Macmillan, Page 134.
Almost one-third of Puerto Rico's workers are unemployed.

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Grade 6, In A Race With Time, (TE), Macmillan, Page 145.
The tourist industry provides jobs for the people of the Caribbean and thus reduces the number of farmers.

Grade 6, In A Race With Time, (TE), Macmillan, Page 199.
The changes made by the Spaniards in agriculture and mining drastically altered the lives of the Andean Indians. Thousands of natives were moved from one part of Ecuador, Bolivia, and Peru to another. The owners of irrigated plantations along the coast forced Indians who were working subsistence farms in nearby villages to work on their great estates.

Grade 6, In A Race With Time, (TE), Macmillan, Page 228.
The majority of Chileans now live in towns and cities, but agriculture is the single most important occupation. About three out of ten Chileans are engaged in farming, hunting, or fishing. About two out of ten work in some kind of manufacturing. A somewhat higher percent are members of a profession, or people who work for the government, or provide various services.

Grade 6, In A Race With Time, (TE), Macmillan, Page 236.
The development of new industry in Chile will make the nation less dependent on copper prices. New industry will also provide jobs for Chileans now unemployed, but Chileans must be trained for jobs in industry. It is estimated that two out of three Chilean workers are unskilled. Training workmen requires schools, and schools require money.

Grade 6, In A Race With Time, (TE), Macmillan, Page 253.
Some of the European immigrants to Argentina went directly to rural areas and became tenant farmers. Italy furnished by far the greatest number of immigrants to Argentina.

Grade 6, In A Race With Time, (TE), Macmillan, Page 270.
Most of the land in Argentina is owned by a few people. As agriculture has become mechanized, fewer rural workers are needed. Farmers and their families have crowded into cities. Many of these people are unemployed.

Grade 6, In A Race With Time, (TE), Macmillan, Page 286.
The war that Paraguay fought with Argentina, Brazil, and Uruguay lasted from 1864 to 1870. Before the war was over, Lopez had drafted every male citizen above the age of eleven. He drove his soldiers without mercy and women of Paraguay too. They were forced to do the work of the absent men and boys as well as their own.

Grade 6, In A Race With Time, (TE), Macmillan, Page 290.
Uruguay became the first Latin American nation to reduce the working day to eight hours. Safety and health legislation was passed, along with laws setting the minimum wage an employer could pay his workmen. The Uruguayans had old-age pensions and unemployment insurance before the people of the United States enjoyed such protection.

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Grade 6, In A Race With Time, (TE), Macmillan, Page 292.
At present, about one out of four Uruguayan workers is employed by the government. Working hours are short, and government employees may retire on full salary at an earlier age than in most countries.

Grade, In A Race With Time, (TE), Macmillan, Page 302.
Cane production demanded a great deal of labor. The Portuguese settlers first used Indian slaves. But many Indians died of the White man's diseases. Others died because they were not used to heavy work day after day. When the sugar planters no longer had enough Indian slaves to work their fields, they imported slaves from Africa.

Grade 6, In A Race With Time, (TE), Macmillan, Page 317.
Indians were the first labor force used by the Portuguese who settled in Brazil. Native slaves cleared much of the land that the colonists planted to sugar, tobacco, and other crops. Indian women became the wives of Portuguese men. Today, there are few Indians in Brazil, but there are millions who have Indian ancestors.

Grade 6, In A Race With Time, (TE), Macmillan. Page 345.
Scientists and engineers are in great demand in Latin America, because industry is developing rapidly. Agricultural experts are also needed to encourage the use of modern farming methods.

Grade 6, In A Race With Time, (TE), Macmillan, Page 346.
There are too many "white collar" workers in Latin America. Many of the office workers look down on people who have farm or factory jobs. "Blue Collar" workers are regarded as inferior because they use their hands. This feeling is a holdover from colonial days. Today, many Latin Americans regard even the most skilled industrial work as a form of manual labor.

Grade 6, In A Race With Time, (TE), Macmillan, Page T46.
Unemployment is a grave problem in Colombia and Venezuela. The governments of the two countries find it difficult to create jobs because the petroleum and iron industries are highly mechanized. The seasonal nature of the crops grown in the two countries leave many agricultural workers without jobs during a large part of the year.

Grade 6, In A Race With Time, (TE), Macmillan, Page T65.
The economy of a country or a region is related to the available resources, investment in capital, and the educational level of the people.

Grade 6, India, Fideler, Page 49.
Many people of Mongolian descent live in the foothills of the Himalaya Mountains. Some of these people earn their living by raising sheep.

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Grade 6, India, Fideler, Page 92.
About four out of every five people in India live in villages. It is not now possible to provide jobs for most of these people in factories. Farming will be the main occupation in India for a long time. There is not enough farm work for the villagers to do the year around, and without other work they would live very poorly. That is why handicrafts are very important in India. Labor is cheap in India.

Grade 6, India, Fideler, Page 94.
Skilled workers in India carve beautiful objects from ivory. Jewelry is also made by hand.

Grade 6, India, Fideler, Page 98.
India's new industries need managers and skilled workers. It is hard to find skilled labor in a country like India, where most of the people cannot read or write.

Grade 6, India, Fideler, Page 99.
Thousands of India's workers have jobs in mines. Many of them are coal miners.

Grade 6, India, Fideler, Page 114.
One of the reasons India has remained an underdeveloped country is that most of the people there cannot read or write. Without these skills, it is difficult for them to gain the information they need to be better farmers, to work in modern factories, or to live more productive and satisfying lives.

Grade 6, India, Fideler, Page 119.
Each year, thousands of Indians are leaving their farms and moving to the already crowded cities. In the cities, most of them are unable to find jobs. As a result, they lack money to buy the food they need.

Grade 6, India, Fideler, Page 122.
India's leaders are trying to make changes in education to better meet the country's needs. For example, in the past most college students in India were taught such subjects as philosophy, history, and music. Today, however, India desperately needs people who have technical skills. For example, the country needs men and women who can teach villagers better ways of farming, and business-men who can establish factories.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 28.
In Carolina, Virginia, Maryland, and Delaware, the great majority of slaves worked in the fields, planting, tending, and harvesting the crops. A much smaller number were servants in the houses of plantation owners.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 29.
The growing of cotton required large amounts of labor. Many workers were needed to plant, cultivate, and harvest the crop. As more and more cotton plantations were established, the price of slaves increased rapidly, and the slave became very valuable "property" of their owners.

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Grade 6, Inquiring About Freedom, (TE), Fideler, Page 42.
After the Civil War, blacks became part of the paid labor force. However, they found it difficult to obtain good jobs, partly because they lacked the necessary skills and partly because employers often refused to hire black workers.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 54.
Today, more blacks than ever before are able to enjoy a comfortable standard of living. New job opportunities have been opening up for black men and women in business, industry, government, education, and other fields. More and more blacks are moving into well-paid executive positions.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 67.
During the 1950's the government tried to encourage Indians to leave the reservations and live in the same way other Americans do. Thousands of Indians moved to the cities, but in most cases they found that only low-paying jobs were available to them. This was partly because of discrimination and partly because they lacked the skills needed by modern industry.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 79.
In the early nineteenth century, important changes took place in the American way of living. Many new factories were built to produce cloth and other goods. To operate the machines in these factories, the owners hired large numbers of women workers. This was partly because women would accept less pay than men.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 84.
Today, millions of women work at full-time or part-time jobs outside the home. Women workers make up about two-fifths of our country's total labor force. World War II helped to bring about the huge increase in women wage earners. After the United States entered the war in 1941, millions of women went to work in defense plants to replace men who were serving in the armed forces.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 88.
Women's liberation groups are trying to bring about a number of changes in the roles of men and women. For example, they would like to see more and better nursuries and day-care centers established so that more women will be free to work outside the home.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 150.
Many Americans in the late 1800's disliked unions. This was partly because of their attitude toward the idea of working for wages. In America, before the Industrial Revolution, few people other than servants were wage earners. Farming was the main occupation, and most farm workers, other than slaves, either owned their land or hoped to do so someday. It was generally considered to be a person's own fault if he spent his whole life working for someone else.

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Grade 6, Inquiring About Freedom, (TE), Fideler, Page 153.
As the public learned more about labor conditions, the demand for reform grew stronger. Most child labor was outlawed, an eight-hour day became standard, safety regulations were enforced, and minimum wage laws were passed. The idea that workers should protect their rights through labor unions also became more acceptable, and laws were passed that protected the worker's right to organize and strike.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 163.
Migrant farmers have accepted child labor, because otherwise their families couldn't live.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 164.
Migrant workers are part of a large group of people in the United States that has been called the under-class. Machines have taken over many of the unskilled jobs that these people might do. The unskilled jobs that remain pay very little.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 46.
The Berlin Conference of 1884 was held, ostensibly, to put an end to the slave trade, but in fact to divide Africa into spheres of economic influence.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 48.
In ancient Greece and the Roman Empire, captured people were made slaves. In the Islamic Empire and in Africa, slaves were used for household and military duties. Slavery was the fate of captured peoples, criminals, and debtors. In medieval Europe and in Russia, serfdom was common. While serfs were not slaves, they could not leave the land on which they worked, and were not paid for the work they did for their lord.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 72.
By the early twentieth century, agitation by the British labor unions brought political change as well as more equitable treatment of workers by employers.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 76.
Child labor and working mothers were two of the obvious flaws in the factory system. Long hours and hard work added to the problems of the family. New skills and working habits brought about by the factory system caused serious technical and psychological problems for the workers.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 108.
Man's need for education has not changed, but the content of the education one needs has changed as conditions of life have changed. One important concomitant of the Industrial Revolution was a need for a different kind of education, one emphaisizing literacy, to prepare men for the different conditions of life and different ways of earning a living that came out of the Industrial Revolution.

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Grade 6, In the Eastern Hemisphere, Heath, Page 150.
The king of Benin sold slaves to the Europeans. The light of Benin became known as the Slave Coast. The people of the Ibo tribe are the most energetic people in the country of Nigeria. They are better educated and more progressive than most other Nigerians.

Grade 6, Japan, Fideler, Page 18.
Fewer than one-sixth of Japan's workers are employed in farming, and the number is stadily growing smaller.

Grade 6, Japan, Fideler, Page 20.
Today, Japan is a leader among the world's nations. The hard-working, inventive people of this small island country have much to share that can enrich the lives of people in other nations.

Grade 6, Japan, Fideler, Page 45.
Japan lived apart from the world for more than two centuries. During this time, farming methods improved, and many people developed great skills as artists and craftsmen.

Grade 6, Japan, Fideler, Page 94.
The Japanese are among the best-educated people in the world. Highly trained people such as these have made it possible for Japan to become a world leader.

Grade 6, Japan, Fideler, Page 121.
Japan has been able to overcome its handicaps and become a prosperous nation largely because of the type of people and leaders it has. The Japanese are willing to learn, to make changes when needed and to work hard for the things they want. They are also a well-educated and highly skilled people.

Grade 6, Japan, Fideler, Page 124.
As industry grows and wages rise, still another change is taking place in Japan. Many farm people are taking jobs in industry. Less than one sixth of the workers in Japan now work in farming. Most of Japan's people live in or near cities and towns. Some of these urban people work in factories. Many others earn their living as teachers, doctors, bus drivers, waitresses, clerks, or in other jobs that provide services.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 1-9 and 20.
Slaves in Athens were often paid for their labors and they worked side by side with citizens and metics at all kinds of jobs. Metics were largely the employers in Athens.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 25.
Most citizens of Athens actually made their living from the land. Some farmed their own land with the help of family members or slaves.

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Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 28.
Since citizens had little time to spend away from government business, metics assisted by slaves carried on most business. If a slave had a special skill, his master might allow him to set up a shop. The slave was required to pay his master part of the earnings, but he was usually allowed to keep some for himself. In this way a slave would often be able to save enough to buy his freedom.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 61.
The flood-control dikes on the North China plain run for hundreds of miles. The canals and dikes were built entirely by human labor. Enormous numbers of people were needed to build them and to keep them in repair.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 75.
The peasants of China were the feudal lord's work force. They were required to work in labor gangs to build roads, to repair bridges, and to build dikes and dams to hold back the ever-present river floods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 3-10.
An urban environment promotes the growth of a middle class of paid workers.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 122.
The serfs of Medieval Europe had to do all the work on the feudal lord's land as well as on their own.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 4-15.
India has more laborers than she can absorb in industry now, but the level of education and technology is so low in India that the work force cannot qualify for many jobs available now.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 167.
The introduction of machines and manufacturing in India put many craftsmen out of work.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 195.
Even in India, the government cannot build plants unless there are educated people to run them; it cannot improve farms greatly unless there are educated agricultural specialists to help. But once a person has an education in India, he often is reluctant to work with his hands. Even if his father is a member of the farming caste, he will often be reluctant to farm if he can read and write. Yet, India's farms, require educated, able farmers who can improve the yield of the land.

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Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 285
As the New World was being settled, large plantations were growing up in North and South America. These plantations needed many workers and the demand was filled by slaves brought from Africa.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 311.
In Brazil, colonization was successful. Soon there were thriving plantations along the Atlantic coast, and in the north. The plantations were managed and owned by Portuguese Brazilians. Labor was provided by enslaved Indians who lived in Brazil or Negroes brought from Portuguese colonies in Africa.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 315.
In Brazil, the owners of the new land and the gold fields thought that they required additional slaves. The Indian slave market could not provide enough slaves, and so the Portuguese Brazilians brought in more ships from Africa, loaded with slaves for the mines and farms. On many plantations, slaves were treated well, but this could not change the fact that they were slaves.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 331.
When industry began to develop in Brazil foreign immigrants were encouraged to come to Brazil to work on the plantations that had once depended on slave labor. Some of the immigrants did work on the land but others settled in towns and cities. They used the knowledge and skills they had brought with them to start factories and businesses.

Grade 6, Man and Change, Silver, Burdett, Page 286.
Slavery was not new in Africa when the Portuguese started taking slaves to America.

Grade 6, Man and Society, Silver, Burdett, Page 98.
Regional differences in economic activities affected views on slavery in America.

Grade 6, Man and Society, Silver, Burdett, Page 307.
The United States has a large supply of skilled manpower to produce industrial goods.

Grade 6, Man and Society, Silver, Burdett, Page 354.
Workers organized labor unions in an effort to persuade their employers to provide better working conditions.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 65.
Real wages in Britain are lower than those in the six countries in the E.E.C. with the exception of Italy; however, Britain has a very low rate of unemployment.

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Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 78.
Education improves the quality of human resources and has a significant impact on a country's political and economic systems.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 167.
A low rate of unemployment indicates a healthy economic situation.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 206.
The collective exercises done by Japanese workers in the morning before work, the paternalistic attitudes of employers, and a strong feeling of loyalty have stimulated the industriousness of Japanese workers and kept their productivity high.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 207.
In rapidly growing economies there is less unemployment than in economies that are growing more slowly.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 225.
A compounding rate of population growth can damage Latin America's economic growth.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 61.
In the Japanese cities, large companies and factories provide recreation for their workers and look after many of their needs. Some of them even give their workers housing at low rent.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 112.
Athenian family life and education prepared children for their roles as adults. Because girls were expected to marry and raise children, the only education they received was at home.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 116.
Many people in conquered areas became slaves of the Romans. Some of these slaves worked for Romans in the conquered areas. Others were brought back to Rome to work for landowners.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 118.
With slaves to do their work many Romans became lazy and cruel. The growth of the Roman empire also affected farmers and craftsmen, who frequently lost their jobs to slaves.

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Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 138.
There are work groups today which are somewhat like craft guilds. They train young people in the skills needed to work at particular jobs. They also help protect workers from unfair competition, and from unfair work rules. These are unions.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 142.
If you were a craftsman two hundred years ago, you would have worked along or with a few others in a home or a workshop.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 144.
By the time the later immigrants arrived, the Industrial Revolution had spread from Europe to the United States. Because the immigrant men had no factory skills, they had a hard time getting jobs.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 148.
City life is still hard for many Black people. Black Americans have not had a good chance to learn in these schools. Many employers, also, have refused to hire Black people for good jobs.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 180.
In countries that have been industrialized, each person depends on many others. However, people do not usually know each other well. Often, people don't even see each other. People no longer work together in craft guilds as they did in the Middle Ages.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 190.
The institution of public education is supported by rewards of diplomas, good jobs, and community approval.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 200.
About one hundred years ago, labor unions were formed and public education began. Labor unions gave factory workers a chance to fight for higher wages and better working conditions. Education gave more people a chance to learn skills and get jobs that paid well.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Sharecroppers work farming land which belongs to a landowner. In return for his work, they get a share of the crop, but no wages.

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Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 210.
In the days before schools in India, castes often provided the only education for skills in India. Skills were handed down from parents to children, and again to grandchildren.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE) 2nd ed., Harcourt, Brace, Jovanovich, Page 218.
In the 1800's, most Russians were poor peasants who did hard farm work. By the 1900's, several years of poor harvests left the peasants even poorer and without enough food to eat. At the same time, city workers were also unhappy. Wages were low and working hours were long.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
All Russians now have the chance for a free education. Most people who graduate from a university get jobs with high status. Often they become engineers, scientists, and doctors. Such people are paid well by the government because government leaders believe that educated people are needed to build a great industrial society. Russians who are skilled workmen, factory managers, or government officials are also more highly paid than other people.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
For Russian women who do well in school, many jobs are open. For other women, work roles are the same as those for men. In the Soviet Union, women as well as men work with heavy machines, build houses, and repair streets and roads.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
When the Communists came into power, most Russians were poor farmers, very few people were educated. To build a strong country, the government needed engineers, doctors, scientists, factory managers, and other educated people. So women, as well as men, were encouraged to go to school. Today, in Soviet cities, many women work at jobs outside the home.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 282.
In the 1800's and early 1900's, factory workers had little protection. Most of them worked long and hard for very little pay. Many of the factories in which they worked were unsafe and unhealthy. Aided by laws passed and enforced by the government, unions have grown rapidly. One of the important powers of a union is the right to strike.

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Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 298.
When the Soviet government tried to convince the farmers to improve their farming methods, the farmers frequently did not cooperate. They often thought it was not worth the effort to work very hard.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 32.
Large numbers of workers were needed to build Brazilia. Workers and materials had to be transported to the new site.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 111.
Landowners in ancient societies used surplus crops to hire craftsmen. These landowners often hired craftsmen to make other items they wanted and paid them with the surplus goods obtained from the peasants.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 127.
The members of a joint family in India worked together in their business. All the men in the family owned and operated the family business in common.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 161.
Slaves were used as laborers in Greece and in the Roman Empire.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 162.
Skilled craftsmen in India produced products for sale or trade with other people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 163.
Craftsmen in India formed social and economic groups called guilds. As in India, many of the goods of China were produced by craftsmen.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 166.
The Roman system of production depended greatly on slave labor. When Greece was taken by the Romans, many of the Greek artists, musicians, and doctors were forced to become the slaves of the wealthy Romans. Slaves who were educated were kept as private teachers. The less-educated slaves were forced to work in the mines or on the estates.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 181.
Most peasants in Europe were bound to the land and under the control of the noble who owned the land. Most of the serfs worked from sunrise to sunset in the field.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 228.
As merchants, traders, and shopkeepers became wealthy and powerful, they became part of a new social class--the middle class--in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 230.
Indentured servants in America usually agreed to work for the person who paid the expense of their passage from Europe. Black people were brought to America and forced into slavery.

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Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 257.
Production in India and China from 1500 to 1850 was carried on largely by craftsmen working in homes or small shops.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 296.
This division of labor within factories caused work to become monotonous and uncreative. Many workers were dissatisfied with working conditions.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 303.
By 1900 nearly all societies in the world had ended slavery. Women in industrialized societies began working to achieve the same rights as men.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 397.
Machinery increases production while it decreases the need for workers.

Grade 6, Southeast Asia, Fideler, Page 53.
Throughout Southeast Asia, most village people make their living as farmers.

Grade 6, Southeast Asia, Fideler, Page 95.
Nearly all the highly skilled workers in the oil industry in Indonesia are Indonesians.

Grade 6, Southeast Asia, Fideler, Page 110.
Some people in Southeast Asia earn their living in the metal industry. Many of these people have jobs in little workshops where jewelry and other articles are made by hand.

Grade 6, Southeast Asia, Fideler, Page 138.
In every community, the older people pass on certain ideas and skills to the younger people. In early times parents taught their children most of the things they needed to know in order to live successfully. Today, children in most parts of the world obtain a large part of their education in school.

Grade 6, Soviet Union, Fideler, Page 36.
Marx did not know that as time went on workers in privately owned industries would earn more money and be able to live well.

Grade 6, Soviet Union, Fideler, Page 54.
In the Soviet Union, women do many types of hard, physical work that are usually done by men in the United States. This is partly because the Communists believe that women should do the same kinds of work that men do.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 90.
As the use of farm machines increased, fewer rural workers were needed. They left the farms to seek work in the cities. The cities were like magnets for factories and people. As more factories sprang up, there were more jobs. More people came to the cities to work. They came from farms and villages, and from foreign countries. As people poured in, the cities grew quickly.

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Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 180. At first the work in the fields of the Southern plantations was done by indentured servants. They were people who had wanted to come to the New World but had no money. In return for their passage, they promised to work a certain number of years for nothing.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 181. When Eli Whitney invented the cotton gin, cotton became a profitable crop. Planters could hardly keep up with their orders. They needed more workers than ever. Both slavery and cotton became big business.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 239. Many of the Spanish-speaking southwesterners are farm workers. They travel over much of the United States each year, helping to harvest crops. Because they are moving all the time, it is hard for the children to get good schooling.

Grade 6, The Ways of Man, (TE), Macmillan, Page 7. In the underdeveloped countries of the world, a large part of the population cannot read or write. Many who have been able to get an education, and seek to use it in white-collar jobs, cannot find such jobs.

Grade 6, The Ways of Man, (TE), Macmillan, Page 32. In ancient Greece, making a living from the land was not easy but not so hard as to take all the time of all the people. The Greeks of Athens could live the kind of life that was the only kind they thought worth living. This was one in which slaves or people who were not citizens of Athens did the work. Free men talked, studied, went to the theater, and carried on the governing of their city.

Grade 6, The Ways of Man, (TE), Macmillan, Page 82. In the beginning of the Industrial Revoltuion, the working people made only their wages. Often these were so low that they barely paid for food and lodging. If a worker became sick, he earned nothing. If business fell-off, he often lost his job. Working conditions in many places were bad. People worked long hours, sometimes twelve or fourteen hours a day.

Grade 6, The Ways of Man, (TE), Macmillan, Page 83. In the early days of the Industrial Revolution, owners tried to keep workers from joining together to form unions that would help them get better wages and conditions.

Grade 6, The Ways of Man, (TE), Macmillan, Page 84. The Communists wanted to industrialize Russia rapidly. Industrialization meant a need for large numbers of workers. These workers had to come from the farms.

Grade 6, The Ways of Man, (TE), Macmillan, Page 128. In exchange for his labor and management of a usually small plot, the sharecropper receives the proceeds from about a fifth or a quarter of the land's yield. The day-laborers is a wage-earner usually hired on larger estates.

FACTORS OF PRODUCTION: LABOR OR HUMAN RESOURCES

Grade 6, The Ways of Man, (TE), Macmillan, Page 131.
In Arabian cities, labor is so cheap that it encourages a division of tasks to provide jobs for newcomers.

Grade 6, The Ways of Man, (TE), Macmillan, Page 252.
In some areas in Africa everything about the European civilization is scorned. Often, in these places, workers were needed for European enterprises. The Europeans were quick to see that Africans could be put in a situation where they had to have cash. They put taxes on the people which had to be paid in cash. And thus, the Africans were forced to enter the labor force.

Grade 6, The Ways of Man, (TE), Macmillan, Page 255.
The growing number of men who work for wages in Africa is bringing change to the countryside.

Grade 6, The Ways of Man, (TE), Macmillan, Page 347.
When India became independent, only two percent of the workers of the country, made their living in manufacturing.

Grade 6, The Ways of Man, (TE), Macmillan, Page 429.
In China, women are encouraged in every possible way to enter the labor force. The large numbers of nursuries and kindergartens make it possible for thousands of women with young children to work in fields and factories. In some communes and factory communities, mess halls relieve women of the need to cook.

Grade 6, The Ways of Man, (TE), Macmillan, Page 448.
Because there is such a wide agreement in Japanese society as to which Universities are most desirable, firms consider the university attended as important as or even more important than their own examinations for selecting salaried employees.

Grade 6, The Ways of Man, (TE), Macmillan, Page 449.
In Japan, seniority remains relatively more important than skill and ability in determining rank and salary. One reason why productivity continues to rise in Japan is that new technology can be introduced as fast as it is developed. Unions do not oppose new machines because of the fear that they will lose their jobs. A worker knows that his job is safe unless he does something terribly wrong. The employer knows that the worker is not likely to shop around for another job.

Grade 6, The Ways of Man, (TE), Macmillan, Page 454.
To be fully respected in Japan, a person must not only be loyal but competent. Competence is partly defined as talent or genius but partly as the capacity for hard work and perserverence.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Adventure: Economics, Ohio, Page 63.
In an economic sense, land refers to productive resources derived from nature.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamado. Page 12.
Economists use the term land in the same way that most people use the term natural resources, or gifts from nature.

Grade 4, Communities Around the World, Sadlier, Page 14.
People on plains usually build their homes from the materials around them.

Grade 4, Communities Around the World, Sadlier, Page 40.
North America's land is needed by the farmers. Farmers need good land and enough rainfall to grow food.

Grade 4, Communities Around the World, Sadlier, Page 205.
Machinery is needed to dig out coal, iron, and other minerals. Asian factories do not make enough machines to use the continent's rich minerals, so many materials stay in the ground.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 27.
Natural resources are the land and raw materials used in production.

Grade 4, Economics Education for Arkansas Elementary Schools, Page 81.
It takes people, tools, raw materials and management to produce anything of value. Physical characteristics influence the use of a region. Difference in terrain affects the development of resources which the country possesses. The natural resources of an environment determine to some extent how men live and earn a living.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 18.
Raw materials are the things products are made from.

Grade 4, Economics Education: New York, Page 14.
The geography of the area shapes land use and affects transportation, time and structure. The climate of the area shapes the land, the growing seasons and the leisure time.

Grade 4, The Environment We Live In, (TE), Follett, Page T74.
When man first appeared on the earth, he was a hunter and a gatherer. In this role, he had very little effect on the ecological balance.

Grade 4, The Environment We Live In, (TE), Follett, Page T78.
Man has sometimes made his environment better, more pleasant, healthier, and safer by his manufacturing activities. But he has made it a less pleasant, habitable, and safe place when he has misused natural resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, The Environment We Live In, (TE), Follett, Page T152.
The Indians use resources from the environment to satisfy their basic needs.

Grade 4, The Environment We Live In, (TE), Follett, Page T196.
The supply of minerals is threatened. There is no way to get more of these resources. When we have used up minerals such as aluminum, copper, iron, and oil, there is no way to replace them.

Grade 4, The Environment We Live In, (TE), Follett, Page T217.
Although the United States throws away much oil as waste, used oil will probably be desperately needed very soon.

Grade 4, The Environment We Live In, (TE), Follett, Page T290.
Over the centuries man has learned to make many uses of his natural resources.

Grade 4, The Environment We Live In, (TE), Follett, Page T291.
Today, man is still attempting to use to his best advantage natural resources which are at his disposal. Recently, however, he has become acutely aware of the extent to which he has exploited much of his surroundings.

Grade 4, The Environment We Live In, (TE), Follett, Page 312.
Persons who are concerned about the destruction, exploitation, and neglect of natural resources are called conservationists.

Grade 4, Four Lands: Four People, Heath, Page 47.
The people who live in the tropics and in the polar regions have learned how to use the resources of their areas.

Grade 4, Four Lands: Four People, Heath, Page 57.
The subtropical climate of Egypt meets the requirements for plant and animal life except for the lack of fresh water. Most of the people in Egypt must live near the one important source of fresh water, the Nile. The river is useful to people living in cities as well as to farmers.

Grade 4, Four Lands: Four People, Heath, Page 74.
Industrial production depends upon the raw materials and resources from Egypt's farms and mines, or on expensive imported raw materials.

Grade 4, Four Lands: Four People, Heath, Page 137.
Some river plains provide good farmland in Brazil.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 168.
Lumber is a renewable resource. Planting and caring for trees assures a lasting supply of lumber. In manufacturing, steel, coal, and iron ore are used. Since there is a limit to these resources; the manufacture of automobiles helps to deplete them.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 41.
People use materials near at hand as resources for the things they make.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Pages 4-5.
Re-cycling resources which would otherwise be thrown away will help preserve resource supplies.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 170.
Raw materials are the ingredients of a product.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 7-5.
Man continually works to employ the earth, its features and resources for satisfaction of his needs and wants. Man is dependent upon nature's resources and cannot live without them.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-5.
One way to remove the reason for warfare was to share natural resources and economic prosperity.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 42.
Man has effected changes in nature through his use and abuse of nature and its resources.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 44.
After causing extensive damage of the Great Plains Region by disregarding its natural limitation, man learned to use science and technology to effect constructive change. Man has changed nature's regions to meet his own needs. With increasingly sophisticated tools, man's impact on the Great Plains Region increased.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 46.
Forest regions are examples of how the abundance or scarcity of natural resources and man's careless or careful use of those resources affect man's well-being.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 49.
Man's activities are limited by climate, soil, plant, and animal life. If man does not respect these limitations, he may ruin the region.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 50.
Our nation's economy depends upon mining regions to supply resources to our factories. As minerals have grown in importance, man has developed new and better ways of extracting them from the earth.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 54.
Minerals play an important role in our economy. Some resources are renewable and some are not renewable. Even renewable resources may become nonrenewable through mistreatment.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 59.
Mining regions are unevenly distributed and often located in mountain areas.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Pages 64 and 76.
Because of limited water resources in some parts of the country, people must work together to solve the problems of conflicting needs and demands upon the water supply. In the sea regions there are resources that must be protected and used with care in order to ensure their present and future availability.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 69.
The water supply of the United States is unevenly distributed, and therefore, the demand for this resource in some areas exceeds the available supply.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 91.
The location of factories is affected by the location of markets and raw materials.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 98.
Natural resources, combined with specific cultural and technological factors, have brought economic well-being to the South Central Region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 98.
Some regions become rich by specializing in the exploitation of their natural resources and by keeping the profits of these industries in the regions.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 102.
The South Central Region's economic well-being is based on its natural resources. The Forest land of the South Central Region, if properly used can be a renewable natural resource that will provide jobs, and products for an indefinite period of time.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 108.
The topography and climate of the South Central states is condusive to testing airplanes and training pilots.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 113.
Some regions become rich by specializing in the exploitation of their natural resources and by keeping the profits of these industries in the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 140.
The dominant physical characteristics and geographic remoteness of the Four Corners Region have dictated its economic conditions and way of life and generated its major problems.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 166.
The geography and climate of Alaska make it a rough and rugged frontier region which has nonetheless attracted many settlers because of its abundant natural resources.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 172.
Alaska is a frontier region that is attracting many newcomers because it has abundant raw materials. The early migration to Alaska was motivated by a desire to exploit the natural resources with little regard to benefiting the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 192.
Appalachia is a region left behind because of its geographic conditions and limited utilization of its natural resources. Appalachia's problems have been aggravated by the unwise use of natural resources, the exploitation of the labor force, and the attitude of the resident population.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 36.
Long ago, people realized they could use materials found in the land and shape them into tools and weapons.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 41.
People adapt their way of life to make the best use of available resources.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 184.
The Veld has a great deal of gold and uranium ore in it. Diamonds are also found, deep under the ground. Much of the world's supply of these three things comes from the Veld in South Africa.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 237.
Today, oil is often called Black Gold. Oil is called this because people have found so many uses for it.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 239.
Man's use of materials is constantly changing.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 241.
Each time a new machine or product is invented, people must find the materials needed to make it.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T36.
Man uses many materials found in the earth.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T37.
Coal and oil are important resources.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T53.
Mineral deposits have brought many people to Australia's deserts.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T55.
Forests and rivers of North America's western coastal lands help people meet their needs for water, food, housing, and clothing.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T66.
The place in which man lives influences the way he earns a living.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T114.
People living in mountains use available materials to build houses.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T115.
Resources help man to meet his needs. These useful resources are unevenly distributed.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T118.
Oil and natural gas are other important fuels. They too, can be used as raw materials for making products.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T120.
People today use more materials than at any time in the past. Conservation and the invention of man-made materials are, therefore, very important.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T59.
Natural resources are products of the earth that people can use.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T79.
The Great Plains region still has the same natural resources as it did in the past, but man has made different uses of the resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T87.
After the Industrial Revolution, climate and soil became secondary in importance as factors in the choice of where to live.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T88.
The soils of Illinois are rich and well suited for farming.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T91.
Present-day problems with the earth's resources are caused by the misuse of these resources by man. People have learned the importance of conservation in solving resource-use problems.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T93.
Air, water, and land pollution, soil erosion, and destruction of animal life are problems caused by people's misuse of the earth's natural resources.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 108.
Everywhere in Australia there are few natural resources that can be used for food. Natural resources are products of the earth that people can use.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 254.
The Industrial Revolution changed men's view of working and producing goods. It also changed the perception people had of the land and its resources.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 256.
With the coming of the Industrial Revolution, climate and soil were no longer as important in the choice of where to live. With the development of industry, other aspects of the land became more important. The location of raw materials became important. A raw material is a resource, which can be changed from its natural state for use in making a product.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 287.
People need the earth and its resources in order to live. But people do not always use the earth and its resources well.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 293.
People have learned that all the natural resources of the earth must be used well if the earth is to support us.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 126.
People depend on the land as a basic source of food. People modify the environment in attempting to use it. The satisfaction of human needs depends on the conservation of resources. Resources are limited on our planet everywhere; open land is almost gone.

Grade 4, The Social Sciences: Concepts and Values, (Orange (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 139.
In the future, crops may be raised in new ways, but soil will still be an important resource. We will still need to take care of it to get what we need.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 181.
We depend on many human resources and ultimately on the soil for our food.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 184.
The resources of people and regions are limited.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 191.
Soil and water are resources. People use these resources to get many things they need.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 205.
Natural resources are found in the environment. People have not made them.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 215.
Some things in the environment are not resources because people do not have a use for them.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 229.
Natural resources must be combined with other resources to be useful. Although the colonies were rich in natural resources, the colonists needed capital resources to help them.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 345.
People act together to use the resources in their environment.

Grade 4, Web of the World, (TE), Macmillan, Page 269.
Japan is an island nation in the Pacific Ocean. It has a large population and not very much land. And the land has very little natural wealth. It is poor in minerals. There is not much coal, oil, and iron ore. Japan has to make up for the shortage of these products, which any industrial country needs.

Grade 4, Web of the World, (TE), Macmillan, Page 278.
Nairobi does not have all that is needed for an important industrial city. Kenya has no large coal or iron ore despoits. It has no great rushing rivers that can be used for water power.

Grade 5, Adventure: Economics, Ohio, Page 63.
In an economic sense, land refers to productive resources derived from nature.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamado, Page 12. Economists use the term land in the same way that most people use natural resources, or gifts from nature.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 172. The American Indians owned the best farmland during the Jacksonian presidential era.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 226. By the time the Civil War began, railroad and factory owners discovered the value of oil for greasing mechanical parts. It seemed that the demand for the natural resource would never end.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 296. Hitler wanted more raw materials for German factories. He wanted land to build a bigger and more powerful Germany. German armies seized Austria in 1938 and Czechoslovakia in 1939.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 322. Land in cities is so expensive that not many people can afford to build or rent a house there.

Grade 5, American Neighbors, Fideler, Pages 1-44. Rich mineral deposits provide raw materials for Canada's mills and factories. One of Canada's most important natural resource is water-power.

Grade 5, American Neighbors, Fideler, Page 1-49. Natural resources such as forests and minerals have helped Canada to become a leading industrial nation.

Grade 5, American Neighbors, Fideler, Page 1-77. In recent years, Canadians have used their resources to become a prosperous nation.

Grade 5, American Neighbors, Fideler, Page 2-2. Mexico is not only beautiful, but it is rich in resources. Vast deposits of silver, lead, oil, and other minerals lie beneath the earth's surface. Mexico's forests yield many kinds of wood, and streams that rush down from the mountains provide large amount of waterpower.

Grade 5, American Neighbors, Fideler, Pages 2-31. One of Mexico's most valuable resources is petroleum. It provides much of the power that is used to run machines in Mexican factories.

Grade 5, American Neighbors, Fideler, Pages 3-123. Building materials are manufactured in many Caribbean countries. The raw materials used in making these important products are generally available in the countries of the Caribbean region.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, American Neighbors, Fideler, Page 4-55.
South America is rich in natural resources. Within this vast continent are rich mineral deposits, dense forests, and swiftly flowing streams. The forests and the mineral deposits provide raw materials for modern industries in many parts of the world.

Grade 5, American Neighbors, Fideler, Pages 4-61.
South America's rich mines and forests provide many different kinds of raw materials for industries throughout the world.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 1-2.
To exist man must utilize natural resources. Man's utilization of natural resources is related to his desires and his level of technology.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-1, 4-5 and 8-1.
Man's utilization of natural resources is related to his desires and his level of technology.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 7-4.
Man constantly seeks to satisfy his needs for food, clothing, and shelter; in doing so, he sometimes adapts, utilizes and exploits the earth to his own ends. Size of the Gross National Product depends upon many conditions: richness of natural resources; number and motivation of working people; amount and nature of capital goods; existence of a large free trade area; presence of economic and political institutions which encourage creative and productive effort on the part of people.

Grade 5, Canada, Fideler, Page 17.
Canada has vast forests and other natural resources that can be developed.

Grade 5, Canada, Fideler, Pages 132 and 194.
In order to meet their needs, people in all communities make use of soil, water, air, sunshine, wild plants and animals, and minerals. These gifts of nature are called natural resources. In early times, people made little use of the natural resources around them. Today we use hundreds of natural resources in many different ways.

Grade 5, Caribbean Lands, Fideler, Page 99.
The lack of mineral resources has made it difficult to establish modern industry in the Caribbean Lands. Without coal, oil, or natural gas, it is difficult to produce large amount of electricity for operating machines in factories.

Grade 5, Caribbean Lands, Fideler, Page 104.
The people of the Caribbean Lands have not made full use of the resources they have. People from other countries are now helping the Caribbean Lands region to make greater use of its resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, Caribbean Lands, Fideler, Page 119.
Most countries in the Caribbean Lands lack the mineral resources and power needed by industry. In most countries there is a lack of fuels, such as oil, which could be used to produce the electricity needed for running machines.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 27.
Natural resources are the land and raw materials used in production.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 88.
One of the reasons for the constant research that goes on in America is to try to find hidden potential resources, to find ways to convert unused portions of resources into productive resources, and to find profitable new ways to use the things around us.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 7.
The United States has abundant stocks of many natural resources. However, our country lacks some natural resources and more reserves are needed of others as the economy and the population grow. Knowledge of new ways to use our natural resources as well as the discovery of new sources make for changes in their use.

Grade 5, In These United States, Heath, Page 94.
New England's only abudant raw materials, stone and wood, are not widely used in the area's leading manufacturing industries.

Grade 5, In These United States, Heath, Page 104.
The South's warm, moist climate is good for crops that cannot be raised futher north.

Grade 5, In These United States, Heath, Page 109.
Trees cover wide areas in the South, and timber is one of the South's greatest resources.

Grade 5, In These United States, Heath, Page 113.
Because the North Central states have hot summers and heavy rain, this area is good for raising corn. The country's highest-grade iron ore comes from iron fields close to Lake Superior. Three-fourths of the iron mined in the United States comes from this area, making Minnesota the nation's leading iron-mining state. The North Central states region is the leading manufacturing region in the country. This area has abudant iron, coal and limestone.

Grade 5, In These United States, Heath, Page 126.
The mineral resources of the Great Plains are impressive. Oil, natural gasand helium are produced in large quantities.

Grade 5, In These United States, Heath, Page 136.
Most of the timber of the Northwest is made into lumber, but some is used for forest products such as plywood and paper.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 99. Two hundred years ago, Kuwait's oil would have been of little importance. It might have been used as a fuel for lamps or as a grease for cart wheels. However, oil is highly valued today, as it keeps modern machines and industry moving.

Grade 5, Man the Toolmaker, (TE), Follett, Page T131. The farmer and the hunter both depend on plants and animals for survival. The difference is that the farmer produces his food, and the hunter-gatherer collects his.

Grade 5, Man The Toolmaker, (TE), Follett, Page T146. The lack of work animals slowed down the development of farming in the America's.

Grade 5, Man the Toolmaker, (TE), Follett, Page T151. People use the resources they have available to fulfill their needs. The people of Jarmo used mud to make their houses, rather than wood because it was more readily available.

Grade 5, Man the Toolmaker, (TE), Follett, Page T164. When people started to grow their own food, they changed both their own lives and the earth around them.

Grade 5, Man the Toolmaker, (TE), Follett, Page T167. Early farmers had to move to new land when their old fields wore out. Moving into new areas had the effect of spreading the farming way of life.

Grade 5, Man the Toolmaker, (TE), Follett, Page T290. When England grew into a strong, industrial nation, the British stopped being interested in buying finished, handmade Indian goods. They wanted Indian raw materials.

Grade 5, Man the Toolmaker, (TE), Follett, Page T299. Materials, plants, and other raw materials are distributed unequally over the globe. Europeans sought natural resources abroad when materials could not be found in sufficient quantities--or could not be found at all in Europe.

Grade 5, Man the Toolmaker, (TE), Follett, Page T328. Since World War II the demand for power has become so great that shortages are occurring.

Grade 5, Man the Toolmaker, (TE), Follett, Page T343. Throw-aways help shrink natural resources because they use large volumes of precious materials, and because once used, they are seldom recycled into further use.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, Man the Toolmaker, (TE), Follett, Page T379.
If the world's population continues to increase, natural resources and the environment would feel the strain.

Grade 5, Midwest and Great Plains, Fideler, Page 66.
The Midwest and Great Plains is a land of rich resources.

Grade 5, Midwest and Great Plains, Fideler, Page 234.
By the term "natural resources" we mean any gifts of nature that people use in meeting their needs.

Grade 5, The Northeast, Fideler, Page 67.
Although New England lacked good farmland, it did have other valuable resources. Much of the land was covered with forests, which supplied wood for building ships and houses.

Grade 5, The Northeast, Fideler, Page 68.
The Middle Atlantic colonies were rich in resources that could be used by craftsmen. Valuable deposits of iron ore were found in eastern Pennsylavania. Large forests nearby provided wood for lumber and for charcoal, which was used in smelting ore to make iron.

Grade 5, The Northeast, Fideler, Page 187.
Coal, limestone, and other minerals are valuable gifts from nature. These gifts are called natural resources. The people of the Northeast have used their natural resources to develop many important industries.

Grade 5, The Northeast, Fideler, Page 188.
Water is also important to the industries of the Northeast. It is used in the manufacture of most products.

Grade 5, The Northeast, Fideler, Page 232.
Just as people differ in their abilities, so do states, regions, and countries differ in their natural resources and the skills of their people.

Grade 5, The Northeast, Fideler, Page 250.
People have always depended on the earth's resources to help them in meeting their needs for food, clothing, and shelter. Today, we use hundreds of natural resources in meeting our needs. Stone and trees are just as important to us as they were to earlier people.

Grade 5, One Nation: The United States, (TE), Ginn, Page 66.
Within the borders of our nation are many resources. Among them are large amount of good soil for growing food, vast stretches of forests, and many minerals such as coal, iron ore, and petroleum. Even the greatest amounts of resources are worthless unless people learn how to use them and use them well. However, many of our resources have been misused and wasted.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, One Nation: The United States, (TE), Ginn, Page 73.
Our agricultural resources are very important. Without them, the United States would be a far different country. Americans must use their agricultural resources wisely if they want to survive. By using careless farming methods, Americans have ruined large areas of good farmland.

Grade 5, One Nation: The United States, (TE), Ginn, Page 95.
We must learn to use our resources without abusing the earth which provides them.

Grade 5, One Nation: The United States, (TE), Ginn, Page 114.
To be a good factor of production, the land we use must be in a good location. We want to find a location where there are many skilled workers. It must be near a good means of transportation too. We don't want to be too far from the sources of the raw materials we need. And neither do we want to be too far from the places where we hope to sell our air conditioners.

Grade 5, One Nation: The United States, (TE), Ginn, Page 454.
By 1900, a good many people began to realize that we had wasted many of our resources.

Grade 5, One Nation: The United States, (TE), Ginn, Page T67.
The uneven distribution of natural resources is one factor which leads to the interdependence of people on the earth.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 45.
Spain got precious metals from her colonies.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 162.
People modify their environments in order to utilize, increase, and conserve resources. Knowledge and skills are needed to use, improve, and conserve the resources of an environment. People's economic choices depend upon the resources available to them.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 168.
All over the world, people must use the resources of their environment in order to live.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 181.
The central valley of California always had resources even though it flooded.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 189.
Today, with so many people living in the United States and with so many different needs to think about, it is difficult to make changes that are good for everyone. Because of this problem, we all need to use our resources wisely.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 192.
Most rich iron ore now comes from other nations. Even in these nations, iron ore will not last forever. It must be used wisely and not wasted.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 196.
The Hopi, the Eskimo, and the people of Tepetongo depended on nearby resources to make everything they used. Their needs for food, clothing, and shelter were met by limited resources of their environments. Limited means, that there is only so much, and no more. This condition is true for all people.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 199.
New-England had the same raw materials in colonial times as it has now. But raw materials are worthless unless people can use them. Now people can use these materials as natural resources.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 202.
A resource even more important than oil is fresh water.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 212.
Divers have explored the ocean's floor to learn about the ocean's resources; we now mine tin, iron ore, diamonds, and other valuable resources from the ocean floor.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 214.
Economic behavior depends upon the utilization of resources.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 224.
Raw materials are those things used in producing a product. Whether ice cream is made at home or in a factory, cream, milk, and sugar are needed.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 256.
Space is a valuable resource. It gets more valuable as the earth becomes more crowded.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 26.
Raw materials needed for producing iron include iron ore, rock ore, and charcoal.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 84.
Indians were resourceful in their use of available materials out of which they could make baskets.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 87.
The Indians were resourceful in using available materials to make boats.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 184.
Although European farmers used natural fertilizers to keep soil from being worn out by raising the same crop, colonial farmers often moved to a new piece of land because land in the colonies was plentiful.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 186.
America's forests yielded a good supply of naval stores for colonial shipbuilding and trade. Probably the most useful resource to the early colonists for their own use was America's trees.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 190.
Most of the raw materials used in colonial mills and workshops came right from the colonies.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 329.
Following the Civil War, America developed into an important industrial power. Businessmen found it necessary to look overseas for raw materials and new markets.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 330.
Because of plentiful land, American farmers could easily compete with farmers in other countries.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 340.
Securing raw materials for industrial use became a problem for American businessmen.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T81.
Methods of farming often depend upon the availability of land.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T138.
Because the industrial nations sought markets, raw materials, and power they began establishing colonies in the late 1800's.

Grade 5, The South, Fideler, Page 105.
In order for people to live in any kind of community, they must be able to use the earth's resources to meet their needs.

Grade 5, The South, Fideler, Page 176.
Some minerals found in the South are used not only as raw materials, but also as fuels for the production of electric power.

Grade 5, The South, Fideler, Page 226.
The first major change in the use of natural resources began to take place about nine thousand years ago. People who had formerly obtained their food by hunting and gathering began to use soil, sunshine, and rain to grow crops. They also began to raise animals for food.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, The South, Fideler, Page 229.
Today, we use hundreds of natural resources in meeting our needs.

Grade 5, South America, Fideler, Page 99.
South America is rich in natural resources. Within this vast continent are rich mineral deposits, dense forests, and swiftly flowing streams. The forests and the mineral deposits provide raw materials for modern industries in many parts of the world.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon (DEEP), Page 13.
With new land and a growing population, we in the United States could produce more.

Grade 5, This Favored Land, (TE), Macmillan, Page 42.
The landforms, the soil, the climate, and the natural resources--the natural surroundings--are different from place to place. They open up different ways of making a living.

Grade 5, This Favored Land, (TE), Macmillan, Page 50.
To many early settlers, the forest meant only the hard work of clearing a few acres for farming. Soon, however, the forest was seen as an important natural resource. That is, the settlers saw that the forest could be used to make many things of value.

Grade 5, This Favored Land, (TE), Macmillan, Page 361.
The most important use of the Northeast's forests today is the raw material for the manufacture of paper and paper products.

Grade 5, This Favored Land, (TE), Macmillan, Page 397.
Many of the industries of the Intermontane Province are there because of minerals, the most valuable natural resource of the region.

Grade 5, This Favored Land, (TE), Macmillan, Page 409.
Forests are one of the great natural resources of the Pacific West. They are also the reason for the most important industry of the region.

Grade 5, This Favored Land, (TE), Macmillan, Page 426.
Mining of gold, platinum, and copper was extremely important in Alaska for many years. Sand and gravel resources are now worked to use in the building industry.

Grade 5, This Favored Land, (TE), Macmillan, Page 452.
A resource will be used only if the products from working the resources can get to market cheaply.

Grade 5, This Favored Land, (TE), Macmillan, Page T5.
The way people use their natural environment reflects their values and technology.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, This Favored Land, (TE), Macmillan, Page T40.
The use of resources depends on the nature of an economic system, the values of people, and their level of technology.

Grade 5, This Favored Land, (TE), Macmillan, Pages T131 and T139.
The economy of a region is related to available resources, human knowledge and skills, and tradition.

Grade 5, This Favored Land, (TE), Macmillan, Page T159.
People shape and adapt their natural environment to meet their needs; they also change and adapt their culture to suit the environment.

Grade 5, This Is Man, Silver, Burdett, Page 65.
The earth is made up of many different parts and men use these parts differently.

Grade 5, This Is Man, Silver, Burdett, Page 92.
People usually develop ways of living that are suited to the kinds of land and climate in which they live.

Grade 5, This Is Man, Silver, Burdett, Page 132.
A natural resource is valuable only when man uses it.

Grade 5, The West, Fideler, Page 137.
Water is one of our most precious resources.

Grade 5, The West, Fideler, Page 180.
Today, minerals are still important to the people of the West. Some people work in mines or in oil fields where valuable minerals are taken out of the ground. Other people work in factories where these minerals are made into hundreds of useful products.

Grade 5, The West, Fideler, Page 187.
Large amounts of both metallic and nonmetallic minerals are found in the West. We would not be able to meet our needs without using natural resources.

Grade 5, The West, Fideler, Page 222.
People have always depended on the earth's natural resources to help them meet their needs for food, clothing, and shelter. The first major change in man's use of natural resources began to take place about nine thousand years ago. People who had formerly obtained their food by hunting and gathering, began to use soil, sunshine, and rain to grow crops. They also began to raise animals for food. These people were the world's first farmers.

Grade 5, The West, Fideler, Page 223.
Over the centuries, people in various parts of the world learned how to make greater use of the earth's resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 5, The West, Fideler, Page 224.
The Europeans who settled in the New World made much greater use of the natural resources than the Indians did. They used the same resources in ways that were unknown to the Indians, and they also used many more resources.

Grade 5, The West, Fideler, Page 245.
More than one hundred kinds of valuable minerals have been found in Alaska.

Grade 6, Adventure: Economics, Ohio, Page 15.
All businesses or producers need certain commodities to produce their goods or services. Land or natural resources are needed.

Grade 6, Adventure: Economics, Ohio, Page 63.
Land as a factor of production refers to productive resources derived from nature.

Grade 6, Africa, Fideler, Page 29.
As people began to specialize in doing certain kinds of work, they developed new ways of using natural resources.

Grade 6, Africa, Fideler, Page 38.
The people who lived in the western grasslands of Africa used certain valuable gifts of nature in meeting their needs. There were many valuable natural resources in western Africa. Huge deposits of gold were located in the southern part of the grasslands and in the dense forests along the Gulf of Fuinea. Iron ore and copper were also mined in western Africa.

Grade 6, Africa, Fideler, Page 63.
The European nations wanted to establish colonies in Africa because they wanted to obtain raw materials from Africa.

Grade 6, Africa, Fideler, Page 69.
The European and American armies needed many goods that could be produced from African raw materials. This was during World War II.

Grade 6, Africa, Fideler, Page 124.
One of the most important natural resources of Africa is waterpower.

Grade 6, Africa, Fideler, Page 125.
Because Africa has so many rich mineral deposits, mining is important in several parts of the continent.

Grade 6, Africa, Fideler, Page 127.
The vast forests of Africa provide other valuable natural resources.

Grade 6, Africa, Fideler, Page 142.
When the Europeans began to take over parts of Africa, many of Africa's rich natural resources were not being used.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Africa, Fideler, Page 145.
Industrialization changes people's lives in several ways. Industrialized nations depend on people in many parts of the world for raw materials.

Grade 6, Africa, Fideler, Page 146.
Africa's farmers find it difficult to earn a living because the land in many parts of Africa is not suitable for growing crops. In some places the soil is poor, and in others it is covered by dense rainforests.

Grade 6, Africa, Fideler, Page 160.
In order to meet their needs, people in all communities make use of soil, water, air, sunshine, wild plants and animals, and minerals. These gifts of nature are called natural resources. In early times, people made little use of the natural resources around them. Today we use hundreds of natural resources in many different ways.

Grade 6, British Isles, Fideler, Page 112.
During the nineteenth century, Britain developed a large chemical industry. Because raw materials such as coal and salt were found in the Liverpool area, many great chemical plants were built there. The Irish Republic has far fewer industries than the United Kingdom, partly because she lacks the necessary iron ore and coal deposits.

Grade 6, Cultures in Transition, (TE), Follett, Page T21.
Industrialization and capitalism created a demand for raw materials and new markets that in turn gave rise to imperialism.

Grade 6, Cultures in Transition, (TE), Follett, Page T31.
Generally, the farmer tried to change and control the environment. The hunter had to change his patterns of living in response to changes in the invironment.

Grade 6, Cultures in Transition, (TE), Follett, Page T36.
Land is a natural resource. In the long run, misuse of the soil is not profitable because a valuable resource is lost.

Grade 6, Cultures in Transition, (TE), Follett, Page T185.
The Industrial Revolution created a need for new sources of raw materials and a desire for more markets for manufactured goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T210.
There are several ways of dealing with limited resources. One is to develop new forms of the resource. Another is to explore new areas of the environment for the resource. Expansion of foreign trade with areas that do have the resource is a third suggestion.

Grade 6, Cultures in Transition, (TE), Follett, Page T325.
Never giving the soil a rest depletes it of needed chemcials. Fertilizers return these chemicals to the soil. Intensive farming would be impossible without fertilizers because crops would not grow in depleted soil.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Cultures in Transition, (TE), Follett, Page T402.
Japan is better equipped with workers and factories than with fuels, ores, and raw materials.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 27.
Natural resources are the land and "raw materials" used in production.

Grade 6, Economic Education For Arkansas Elementary Schools, Page 36.
Natural resources are scarce. A nation's most important resource is its people because man's creative mind has developed the capital resources necessary to use his natural resources in order to satisfy his needs and wants.

Grade 6, Economic Education For Arkansas Elementary Schools, Page 92.
Natural resources are found in nature.

Grade 6, Eleven Nations, (TE), Ginn, Page 87.
Modern industry is impossible without mineral resources. Heavy industry requires huge supplies of coal, iron, and petroleum.

Grade 6, Eleven Nations, (TE), Ginn, Page 136.
Coal was not the valuable resource two hundred years ago that it is today. It was used for heating homes sometimes; but that was it's only use. Today it is used for making iron and steel--its main use today.

Grade 6, Eleven Nations, (TE), Ginn, Page 164.
Egypt's location is so vital that it can be called one of the nation's resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 170.
A nation can change its resources by discovering and using new ones or by improving the use of those resources which are already known to exist. If a nation has very few resources to start with, it takes a lot of ingenuity to survive and to achieve a high level of development.

Grade 6, Eleven Nations, (TE), Ginn, Page 232.
An accurate definition of a natural resource is tricky. We have to define a natural resource as a natural material that a society recognizes as valuable, harnesses, and puts to use.

Grade 6, Eleven Nations, (TE), Ginn, Page 236.
A little water, much sand, and the salty sea were about all anyone thought Isreal had to work with in 1948. What no one knew then was that valuable minerals lay under the desert sand, minerals which would become more and more important as the industries of the nation and world expanded.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Eleven Nations, (TE), Ginn, Page 265.
In October, 1960, it looked as if Nigeria was off to a good start as a new nation. It had many natural resources which could be developed with the help of outsiders. It did not have to rely on one crop or one natural resource as some nations had to.

Grade 6, Eleven Nations, (TE), Ginn, Page 269.
Rivers are rich resources for any nation. Nigeria is fortunate in this respect, for it has the Niger and Benee Rivers and many smaller rivers and streams.

Grade 6, Eleven Nations, (TE), Ginn, Page 309.
When an underdeveloped country which already has a large population grows rapidly, growth puts a terrible strain on resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 354.
Japan lacks almost everything which is usually defined as a raw material. It doesn't have lead and it doesn't have zinc. It doesn't have minerals such as gold or silver. It doesn't even have potassium, which is important for the manufacture of fertilizer. Japan has to import 98 percent of the oil it uses. It has almost no iron ore.

Grade 6, Eleven Nations, (TE), Ginn, Page 397.
Because there is so little airable land in China, and because there are so many people, no matter where one looks in China he sees men, women, and children busy growing food. Land is carefully used. Irrigation is controlled. Every bit of space, fodder, or reusable waste is conserved.

Grade 6, Eleven Nations, (TE), Ginn, Page 401.
The western two-thirds of China is China's new frontier. Here may be hidden the minerals that hold the key to further industrial expansion and trade. Here the land is fertile, though untended. Here are ranges for limitless numbers of cattle. Here plunging waters try their strength against turbines and generators. And here is room to settle crowded millions.

Grade 6, Eleven Nations, (TE), Ginn, Page 461.
Most of Brazil's land consists of hills and plateaus. Yet Brazil has the greatest expanse of airable land of any nation on earth. There are other riches in Brazil, yet these resources remain largely untapped.

Grade 6, Eleven Nations, (TE), Ginn, Page 490.
One factor of production is "land", or natural resources. Sao Paulo is located near the greatest coffee-growing area of the country.

Grade 6, France, Fideler, Page 105.
About one fifth of France is covered with forests. The French use the timber from these woodlands to make furniture, paper, charcoal, and other products.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Germany, Fideler, Page 16.
The highland regions of Germany is almost as densely populated as the lowland. Valuable mineral resources here encourage industry. Rivers and mountain streams provide the transportation and waterpower necessary for manufacturing. Farming is also important in this region.

Grade 6, Germany, Fideler, Page 110.
The farmers of West Germany supply about two thirds of their country's food needs. This is an amazing achievement when you remember that West Germany is densely populated and has relatively little land that is suited by nature to farming. Much of the land in West Germany had to be improved before it could be used for agriculture.

Grade 6, Germany, Fideler, Page 118.
Germany as a whole is not rich in natural resources. Although dense forests and swiftly flowing rivers are found here, Germany has few mineral resources. Only coal, potash, and rock salt are abundant. In both East and West Germany, however, the people have made good use of the resources they do possess.

Grade 6, In A Race With Time, (TE), Macmillan, Page 72.
Much of the revolution in agriculture has been directed toward overcoming Mexico's serious natural handicaps. There is a shortage of good farming land. Climate is an even greater handicap.

Grade 6, In A Race With Time, (TE), Macmillan, Page 107.
If the forest and mineral resources of Panama were developed, there would be more jobs available. One Panamanian official made this comment on the natural resources of Panama. The United States inherited vast mineral wealth, rich agricultural lands, and unlimited opportunity. Africa was given gold and diamonds. The Middle East is rich in oil. God gave Panama nothing but a waterway. We must make a living from our resources as others have from theirs.

Grade 6, In A Race With Time, (TE), Macmillan, Page 137.
Like its neighbors, Buyana and French Guiana, Surinam has many natural resources. In recent years, the large bauxite deposits have been developed. It is necessary to develop Surinam's resources rapidly if the people are to have decent living conditions.

Grade 6, In A Race With Time, (TE), Macmillan, Page 225.
Both California and Chile are known for the table grapes, raisins, and wine produced in their vineyards. Melons, citrus fruits, and other subtropical products are widely grown. Thus the central valley of Chile, like the similar valley in California, can support a large farm population.

Grade 6, In A Race With Time, (TE), Macmillan, Page 319.
Brazilians are proud of the fact that their country is different from the other Latin American nations. It is far larger in area and population. It has the best natural resources, and it is more industrialized than any other Latin American nation, with the possible exception of Mexico.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, In A Race With Time, (TE), Macmillan, Page 372.
The great Industrial power of the United States is based partly on its rich resources.

Grade 6, In A Race With Time, (TE), Macmillan, Page 373.
In recent years the advantage of having some sort of Latin American union has become apparent. For example, a United States of Latin America would have natural resources comparable with those of the Soviet Union and the United States of America. Venezuelan oil, Brazilian iron, Chilean copper, and Bolivian tin would all be in one country.

Grade 6, In A Race With Time, (TE), Macmillan, Page T8.
People who control the resources of a nation control its government.

Grade 6, In A Race With Time, (TE), Macmillan, Page T65.
While many aspects of Argentina's natural environment are favorable, lack of a resource base for industrial developemnt is a serious drawback. The economy of a country or a region is related to the available resources, investment capital, and the educational level of its people.

Grade 6, In A Race With Time, (TE), Macmillan, Page T73.
Because Argentina lacks most of the resources needed for heavy industry (coal, iron, and sufficient hydroelectric power), it is not a powerful force in the world today.

Grade 6, In A Race With Time, (TE), Macmillan, Page T80.
Resources and resource use are related to the level of cultural and technological developemnt; industrial societies place heavy demands on the earth's resources. The kinds of climate, soil, native vegetation and animals, and minerals influence the nature and extent of man's achievement within a region.

Grade 6, In A Race With Time, (TE), Macmillan, Page T95.
The economics of the agricultural countries of Latin America are closely related to conditions in the natural environment.

Grade 6, India, Fideler, Page x.
Some parts of Asia are endowed with vast natural wealth. Almost three fourths of the earth's petroleum reserves are located on this continent. In addition, Asia has large forest lands and many rushing rivers that could be used to produce hydroelectricity. Much of the continent is too mountainous, cold or infertile for farming, but there are good farmlands here also.

Grade 6, India, Fideler, Page xi.
Although Asia has many natural resources, most countries here are very poor. The people of these countries have not used their resources as well as they could to achieve a high standard of living.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, India, Fideler, Page 96.
India is rich in many of the natural resources needed by modern industry. Within the country are large deposits of coal, iron ore, and other minerals. There are also many rivers that can be used to produce the electricity needed for running machinery. In addition Indian farms produce cotton, jute, and other crops factories can use. Although India has an abundance of raw materials for manufacturing, the country needs more industry.

Grade 6, India, Fideler, Page 111.
The people who live in developed countries are able to make better use of their natural resources than people in underdeveloped countries.

Grade 6, In Latin America and Canada, Heath, Page 21.
Minerals are natural resources, the gifts of nature. Latin America has many mineral resources but is short on fuels. Soils are also a natural resource, a gift of nature.

Grade 6, In Latin America and Canada, Heath, Page 23.
Soil is a natural resource that has served man for many years.

Grade 6, In Latin America and Canada, Heath, Page 70.
In one sense, the Commercial Zone represents a combination of a mature use of natural resources with the commercial and industrial skills of the modern era.

Grade 6, In Latin America and Canada, Heath, Page 83.
Cuba is considered to have the best natural resources in the Caribbean.

Grade 6, In Latin America and Canada, Heath, Page 116.
Latin America has been dependent mostly upon selling its raw materials to other nations.

Grade 6, In Latin America and Canada, Heath, Page 127.
One of Canada's great resources is the fresh water stored in the thousands of lakes scattered over the country.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 20.
Recycling helps people make better use of natural resources such as forests and mineral deposits. Conservation of resources helps us protect our environment.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 65.
Life was not easy for the people who lived on Indian reservations. In many cases, the only way to make a living was by farming. But much of the land on reservations was worthless for growing crops.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 138.
Economic freedom includes the freedom to decide how to use natural resources.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 46. With the Industrial Revolution and the growth of technology, Africa became important as both a source of raw materials and a potential market for European manufactured goods.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 106. Natural environment affects the way men live. Men can change and control their environment to some extent.

Grade 6, In The Eastern Hemisphere (TE), Heath, Page 35. The majority of the Iranians are very poor because they are trying to make a living by agriculture on land which is not suited to farming.

Grade 6, In The Eastern Hemisphere (TE), Heath, Page 65. Spain has some natural resources, but she is not rich in them. Most Spaniards are poor farmers. Ores and other raw materials are usually carried to the sources of fuel.

Grade 6, In The Eastern Hemisphere (TE), Heath, Page 75. Unable to spend money on armaments and endowed with rich natural resources, West Germany after the war became a leading manufacturing nation. Ores and other raw materials are usually carried to the sources of fuel.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 84. The Swedes have done a great deal with very poor land. Much of Sweden's wealth lies in her natural resources. Sweden has excellent iron ore and timber resources.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 101. Over one half of the Yugoslavs live by agriculture.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 132. Oil and rubber make up two thirds of Indonesia's exports today.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 147. Uganda's economy is based on agriculture. Cotton, tobacco and coffee are exported. Uganda is rich in minerals. Only copper is mined to a great degree.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 160. Large areas of Australia remain unexplored and the potential resources for development are not known. Australia is rich in mineral resources.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 163. New South Wales is Australia's leading industrial area, partly because it has excellent coal.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Japan, Fideler, Page 10.
Some parts of Asia are endowed with vast natural wealth. Almost three fourth of the earth's coal and about two thirds of its petroleum reserves are located on this continent.

Grade 6, Japan, Fideler, Page 11.
Although Asia has many natural resources, most countries here are very poor. The people of these countries have not used their resources as well as they could to achieve a high standard of living. Few Asian nations have developed modern industries which would help them make better use of their resources.

Grade 6, Japan, Fideler, Page 20.
Japan is poor in iron ore, coking, coal, and many other raw materials needed by modern industry. It also has little farmland. Japan has met the problem of limited natural resources by becoming an industrial country that exports manufactured goods in exchange for goods and raw materials.

Grade 6, Japan, Fideler, Page 53.
The Japanese wanted an empire because Japan is crowded and has little farmland and not enough natural resources for industry. Like other powerful nations, Japan thought it needed an empire in order to have a place to sell its manufactured goods and to obtain raw materials and food.

Grade 6, Japan, Fideler, Page 118.
Japan's high level of industrial development and prosperity is an amazing achievement for nature has given the people of Japan less to work with than it has given to some other nations. Most of the land in Japan consists of mountains, leaving only a small part of the country with land that is level enough for farms and manufacturing cities. Japan also lacks many of the raw materials needed by modern industry. Most of the iron ore and nearly all of the petroleum used in Japan must be brought in from other countries.

Grade 6, Japan, Fideler, Page 134.
Japan has few natural resources. Many of the natural resources needed by modern industry are lacking in Japan. However, by making good use of the resources, Japan has become one of the world's leading industrial nations. Japan's natural resources include waterpower, forests, fisheries, and a limited number of minerals.

Grade 6, Japan, Fideler, Page 148.
Japan's growth is amazing, especially when one realizes that Japan has very limited supplies of two of the basic raw materials needed for making iron and steel. These are coking coal and iron ore.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 27.
The land of Athens was barren of the kind of trees needed to build ships and to make charcoal for fires. The trees had long since been cut down and used for timber. Since no new trees had been planted in their place, Athens had to import these necessities. One of the chief reasons why Athens sent some of its citizens to form colonies was to find new and better farming land.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 2-2.
Man's use of the land on which he lives depends on both the physical character of the environment itself, and on his cultural views about the environment. Natural resources are defined differently by different human groups, depending on their interests, needs, and technologies.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 54.
The Yellow River cuts its way through soft yellow loess, a windblown, fertile, dusty soil, which thickly covers the northern highlands and the North China Plains. It is mainly because of the loess that Chinese civilization began where it did, for the loess made the land in the north relatively easy to farm.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Pages 4-15.
With large deposits of high-quality iron-ore and abundant coal, India has two of the most important raw materials a modern industrial nation needs. But there are still many kinds of raw materials India needs to become a modern nation.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 191.
India is rich in the kind of resources that are essential to industry. Mile upon mile of forests contain teak and ebony trees. The wood from teak and ebony trees is one of the world's natural riches. Within India's earth, there are tremendous deposits of high-quality iron ore. There is gold, manganese, salt, copper, and mica. All of these resources are necessary for India's future. If India is to become a fully industrialized nation, it must build its industries upon its own resources. Unlike nations like Japan and Great Britain, India cannot afford to import raw materials.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 214.
After the great growth of industry following the Industrial Revolution in the 1800's, petroleum became one of the most precious of all commodities.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-2.
The choices made by people in adapting their environment depend on their values, economic wants, their technology and the physical factors of the area. The use of resources is related to the level of development; the more industrial the society, the more demands are made upon the earth.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-4.
Natural resources are more than just things nature provided for man. For a material to be considered a natural resource man must find a use for it. The petroleum in the ground of Nigeria was not a natural resource to the early inhabitants of the country until they discovered how to get it out of the ground and put it to use.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 269.
As Nigeria continues its economic development, it will be increasingly concerned with use of its valuable natural resources.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 302.
During the Civil War in Nigeria, valuable property and resources were destroyed.

Grade 6, Man and Change, Silver, Burdett, Page 78.
The intricate system of interdependence among the many plants and animals of the natural environment has led us to believe there is a balance in nature.

Grade 6, Man and Society, Silver, Burdett, Page 302.
In colonial America, nature supplied the raw materials for making cloth.

Grade 6, Man and Society, Silver, Burdett, Page 317.
As important as machines are, they are useless without raw materials. The raw materials of the world are not evenly distributed. Some countries without raw materials can become industrialized if they can get the raw materials somewhere else.

Grade 6, Man and Society, Silver, Burdett, Page 388.
Raw materials become valuable to a country only when it also possesses sufficient capital and skilled labor to put the material to use.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 60.
The colonies produced raw materials which they sold to England; whatever gold and silver they obtained for these goods went back to England for the purchase of finished goods.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages, 184 and 187.
Oil is a nonrenewable resource for which world demand is increasing rapidly.

Grade 6, Our Working World: Regions of the World, (TE), 2nd ed., S.R.A., Senesh, Page 186.
As the major source for the world's most important form of energy, the Middle East is crucial to the survival of industrial nations.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 156.
Every city and metropolis requires a great amount of energy for heat, lighting, transportation and construction. This energy comes from supplies of coal and petroleum which are getting lower and lower.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 234.
Economic behavior depends upon the utilization of resources.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 244.
To help satisfy the wants or needs of their families, people use many resources. Without natural resources such as timber, there would be no products at all. Sometimes natural resources are referred to simply as land--not only earth, but all the resources found in nature.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 400.
Land is a resource. One important reason for conquest is the desire for power--power over people and over more territory.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 20.
Economists study how limited resources are used by man to satisfy his needs and wants.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 23.
Man is a major cause of changes on the earth's surface. Many of our natural resources such as coal, iron, and oil are being used up at a rapid rate. Many people are very concerned about the problem of using our natural resources wisely. Some of our resources can be replaced over a long period of time, such as replanting a forest. However, some of our resources cannot be replaced.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 32.
Workers and materials had to be transported to the new site for Brazil's capital, Brazilia.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 82.
Man's first civilization was helped in its developemnt by the rich, fertile land which could be easily worked by the people with their simple tools.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 328.
Nigeria has agricultural and mineral resources and a good transportation system.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 380.
Coal is very important in industry. Coal deposits are not evenly distributed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 390.
Man is in danger of exhausting the supply of some raw materials. Man has begun conservation practices to save his natural resources. Man faces many challenges concerning his supply of living space, food, air and water.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 398. Because man uses much petroleum, geologists are searching for new sources. The world's sources of petroleum are limited.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T112. The resources of the earth are unevenly distributed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T116. The amount and distribution of natural resources are related to the well-being of man and nations. The natural resources of the world are not evenly distributed. Man has learned to use his natural resources to improve his life.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T119. The natural resources and raw materials of the earth are limited. Man's supply of natural resources and raw materials affects how he lives.

Grade 6, Southeast Asia, Fideler, Page 38. At first, most of the Westerners who came to Southeast Asia wanted to obtain spices. Soon, however, it was discovered that this region could provide other valuable goods. There were rich mineral deposits, and the climate was good for growing tropical plants such as sugarcane and rubber trees.

Grade 6, Soviet Union, Fideler, Page 98. Much of the land in the Soviet Union is not suitable for farming. Only about one tenth of the land in this huge country is suitable for growing crops.

Grade 6, Soviet Union, Fideler, Page 110. The Soviet Union produces most of the raw materials needed by its mills and factories. Within the borders of this enormous country are rich mineral deposits, vast forests, and wide rivers. All of these natural resources are owned by the Soviet government.

Grade 6, Soviet Union, Fideler, Page 111. Waterpower is one of the Soviet Union's main natural resources, for this country has many great rivers.

Grade 6, Soviet Union, Fideler, Page 116. In addition to raw materials taken from mines, Soviet factories use raw materials from the nation's forests. The forest resources of the Soviet Union are greater than those of any other country in the world.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T49. The determination as to which things are used as resources depends upon a groups values and its level of technology. Man may change his environment in order to use his resources; he also uses his resources in order to change his environment. Some resources can be renewed and some cannot; all resources are limited and should be used wisely.

FACTORS OF PRODUCTION: LAND OR NATURAL RESOURCES

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T78. The Southeast produces many raw materials for its own industries. The Southeast had numerous resources; oil, coal, iron ore, bauxite, and natural gas.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T111. Canada is rich in natural resources.

Grade 6, The United States and Canada, (TE) Addison-Wesley, Page 50. When the pioneers moved westward from the Eastern Wood, they came to a sea of grass. They were puzzled by the grassland. They were used to places where trees grew. Gradually, people found ways to use the land.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 63. Americans and Canadians have one of the richest resource banks in the world. But they have learned that the supply in the bank is not endless. Some natural resources can be used only once. Other natural resources take a long time to be replace. Some resources are long lasting, but must be carefully used.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 72. Until the last century, people had no idea how to use petroleum. It was useless black stuff. Since then, they have discovered its many uses as fuel. Now petroleum is so valuable it is called "black gold."

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 79. Some of our resources cannot be replaced. Oil and metal are of this kind. Forests can be replaced, but it takes hundreds of years.

Grade 6, The Ways of Man, (TE), Macmillan, Page 480. Japan's lack of natural resources partly explains their dream of control of a vast territory, from oil-rich Indonesia all the way to the coal-and-iron rich Manchuria.

Grade 6, The Ways of Man, (TE), Macmillan, Page T32. The wants of people are unlimited, whereas, the resources that people need to fulfill their wants are scarce; hence, societies have to make choices as to which needs are to be met and which will be sacrificed. Economic resources can be used in various ways; different nations have developed different economic systems.

Grade 6, The Ways of Man, (TE), Macmillan, Pages T51, and T86. Resources and resource use, are related to the level of cultural and technological development.

Grade 6, The Ways of Man, (TE), Macmillan, Page T86. Resources and resource, use are related to the level of cultural and technological development.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 4, Adventure: Economics, Ohio, Page 63.
An entrepreneur is any person or group of persons assuming the risk of a business enterprise. Managers are entrepreneurs when they assume the risks of ownership. When they do not, they are classified as labor.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 12.
Entrepreneurship is sometimes called the fourth necessary factor of production. An entrepreneur takes a business risk in hopes of making a profit. However, many business ventures are not successful.

Grade 4, Economic Education for Washington Schools, K-6, (DEEP), Page 17.
The people in a business firm who make the decisions about how to conduct the business are called entrepreneurs. These decisions include: when to establish a new business, what productive resources are needed and when to put a new product on the market.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 136.
People who are self-employed are their own bosses, and perform the duties of both labor and management so to speak.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 35.
An entrepreneur is a person who organizes and manages a business, taking the risk of loss, or getting a profit when there is one.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 61.
Managers of mines and factories try to produce for the least cost; thus, if labor costs are higher than the cost of a machine, managers usually replace workers with the machine.

Grade 5, Adventure: Economics, Ohio, Page 63.
An entrepreneur is any person or group of persons assuming the risk of a business enterprise. Managers are entrepreneurs when they assume the risks of ownership. When they do not, they are classified as labor.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T57.
The genius of people such as Henry Ford made it possible for many to benefit from knowledge of how to meet the nation's product demands.

Grade 5, Caribbean Lands, Fideler, Page 4.
Much of the property in the Caribbean Lands is not owned by the people of this region. Sugar mills, banana plantations, mines, and other sources of wealth often belong to businessmen in the United States or other countries.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 12.
Entrepreneurship is the knowledge, know-how and ability to use resources to produce goods and services.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 27.
Entrepreneurship is sometimes called the fourth necessary factor of

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 27 continued. production. An entrepreneur takes a business risk in hopes of making a profit. However, many business ventures are not successful.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 35. An entrepreneur is a person who organizes and manages a business, taking the risk of loss, or getting a profit when there is one.

Grade 5, Midwest and Great Plains, Fideler, Page 166. The farmer must be able to do more than grow crops and raise livestock in order to succeed in farming. He must be able to manage nis money wisely.

Grade 5, Midwest and Great Plains, Page 219. Factories need managers to supervise the many operations that take place there. Without good management, it would be impossible to operate a large plant. The managers are responsible for running each division of the plant as efficiently as possible so that the company can make a profit.

Grade 5, The Northwest, Fideler, Page 206. Factories need manager to direct the work of other workers.

Grade 5, One Nation: The United States, (TE), Ginn, Page 115. Managers are needed to keep factories running. Factories need men and women to hire the workers and deal with their problems. Other managers are needed to handle the company's finances.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 27. Good leaders are needed by industry.

Grade 6, Adventure: Economics, Ohio, Page 63. An entrepreneur is any person or groups of persons assuming the risk of a business enterprise. Managers are entrepreneurs when they assume the risks of ownership. When they do not, they are classified as labor.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 105. Developing countries, have problems other than the need for capital. They need skilled workers, engineers, and managers.

Grade 6, Cultures in Transition, (TE), Follett, Page T74. Many modern businessmen run their businesses by working hard and worrying a great deal. Supervising the work of others can be as difficult sometimes as doing the work oneself.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 12. Management or entrepreneurship is the knowledge, know-how and ability to use resources to produce goods and services.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 27.
Entrepreneurship is sometimes called the fourth necessary factor of production. An entrepreneur takes a business risk in hopes of making a profit. However, many business ventures are not successful.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 37.
The entrepreneur is the person who brings together the productive resources and takes a financial risk in order to produce.

Grade 6, Eleven Nations, (TE), Ginn, Page 368.
Businessmen's ambition--entrepreneurship--kept things moving and growing in Japan. Japan was certainly lucky to have many small businessmen who wanted to use their profits as capital with which to expand their businesses, modernize them, acquire skills, and maintain their property in good condition.

Grade 6, Eleven Nations, (TE), Ginn, Page 490.
The successful management of the first Brazilian industries encouraged more and more people to invest in industries in Sao Paulo.

Grade 6, India, Fideler, Page 98.
India's new indsutries need managers and skilled workers. It is hard to find skilled labor in a country like India, where most of the people cannot read or write.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 148.
In less than half a century, several great entrepreneurs helped to change the United States from a farming country to the greatest industrial power in the world. Their willingness to take risks and their ability to think and plan enabled them to build great new industries that provided goods and services at a lower cost than ever before.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 155.
To run the huge combination of companies they had bought, Rockefeller and his associates worked out a new kind of business organization called a trust. In this organization, a small group of managers at the top made the basic decisions about what all the companies under their control would produce, what these products would cost, and where they would be sold.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-11.
The practice of using farm managers is increasing in today's world.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 25.
A wealthy landowner in ancient Athens kept in the city on government business, left his land to be cared for by a farm manager. The manager either forwarded the product or the money.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-4.
Many times the Brazilian family who purchased the slaves had a compassionate feeling for them and treated them well. But these people often did not directly oversee the work of the slaves. If it was left to hired overseers, the overseers were often cruel and beat slaves into submission.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 311.
The plantations in Brazil were managed and owned by Portuguese Brazilians. Labor was provided by enslaved Indians who lived in Brazil or Negroes brought from Portuguese colonies in Africa.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 140.
The industrial city of the 1800's could offer some people a more comfortable way of life than was possible during the Middle Ages. To owners and managers of factories, the city could bring wealth, power, and influence.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 292.
The middle class was further expanded as the factory owners sought people to manage the factories. These managers usually had some education. As more factories were built, more people were needed to act as managers. As a result, the middle class grew even larger. Those men who were in charge of running the factories did not usually own them, but their jobs were very important. These people were paid salaries, or fixed sums of money, each week or month.

Grade 6, Soviet Union, Fideler, Page 8.
In the 1960's the Russian government made certain reforms in an effort to overcome certain problems. Factory managers were allowed to make more decisions and factory workers were given rewards for working more efficiently. However, factory managers do not have the incentive or the technical knowledge needed to improve their products and become more efficient.

Grade 6, Soviet Union, Fideler, Page 120.
The goods made in Soviet factories were generally of poor quality. This was partly because workers and factory managers often rushed to produce as much as the government ordered them too. Also factory managers did not have to sell the inferior products their plant produced. Their main responsibility was to produce the required quantity of goods.

Grade 6, Soviet Union, Fideler, Page 121.
Factory managers in the Soviet Union often lack the incentive or the technical knowledge needed to improve their products or to run their factories efficiently.

FACTORS OF PRODUCTION: MANAGEMENT: ENTREPRENEUR

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 62.
In Canada, the federal government manages the land where very few people live.

Grade 6, The Ways of Man, (TE), Macmillan, Page 388.
If the Chinese had been interested in the mass production of everyday products, no doubt they could have accomplished this. They had the skills necessary for an industrial revolution. What they did not have was enterprising businessmen who wanted to get ahead in the world by building great industrial establishments. That kind of success was not prized.

GOODS AND SERVICES

Grade 4, Adventure: Economics, Ohio, Page 10.
Goods are physical things that are produced. Services are defined as any product of the production process (work) that is not a physical good.

Grade 4, Adventure: Economics, Ohio, Page 21.
Increased specialization usually results in the production of new goods and services. As a nation increases its productive capacity, the demand for services increases.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 4.
A shopping center provides a market for the exchange of goods and services.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 5.
A market is any situation in which goods and services are exchanged.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 10.
Every day you use some service or good that is at least partially financed by the federal government.

Grade 4, Four Lands: Four People, Heath, Page 100.
Providing services for others is a Swiss way of making a living. The Red Cross is an example of an international service organization inspired by a Swiss.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-2.
Railroads provide a service.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 163.
The things that are made are called products or goods.

GOODS AND SERVICES

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 164.
People work for a living and spend the money they earn for things they want and need. These needs and wants are called goods and services. Necessities are goods or services that all people must have--food, clothing, and shelter. Luxuries are goods that people want but do not need.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 12.
Goods are physical things that can be used for trade.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 17.
A service is the performance of work for other people which does not result in the production of a good.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 93.
Employment rises and falls more in industries producing durable goods than in industries producing nondurable goods.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 190.
When a person helps someone else, he is doing a service. He might get paid for doing a service.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 233.
In the United States today, about six out of every ten people who work perform a service. In the future, more people will work in service industries.

Grade 5, Adventure: Economics, Ohio, Page 69.
Goods are tangible merchandise used to satisfy human wants; while services are productive acts of labor that satisfy consumer wants or needs without providing a tangible product.

Grade 5, Adventure: Economics, Ohio, Page 21.
Increased specialization usually results in the production of new goods and services. As a nation increases its productive capacity, the demand for services increases.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 12.
Goods can be used as articles of trade.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 17.
A service is the performance of work for other people.

GOODS AND SERVICES

Grade 5, Man the Toolmaker, (TE), Follett, Page T318.
What families consider necessities or luxuries often varies according to life-style and environment. For example, an automobile might be a necessity for a suburban family but a luxury for a city dweller whose needs could be served by public transportation. The average American family of 1940 bought mostly basic items; the biggest change since then has been the proliferation of luxury appliances.

Grade 5, Midwest and Great Plains, Fideler, Page 239.
Doctors earn their living by providing services that people need. Other people who earn their living by performing services are policemen, barbers, telephone operators, and teachers. Instead of providing services, many people earn their living by producing goods. Among these people are farmers, miners, and factory workers.

Grade 5, One Nation: The United States, (TE), Ginn, Page 99.
When people live at a subsistence level, they produce only the necessities they need to live, with no luxuries that add to the enjoyment of life.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 226.
When a person takes his clothes to a laundry to have them cleaned, the laundry is selling a service. That person is not buying goods at the laundry. People take their washing to the laundry so they will not have to do the work themselves.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 228.
Most American families spend much of their money buying services. Today, more people work at doing services than producing goods.

Grade 5, The West, Fideler, Page 233.
Unlike the factory worker, some men and women do not make their living by helping to manufacture products. Instead, they provide services. Some people who perform services include teachers, doctors, and policemen.

Grade 6, Adventure: Economics, Ohio, Page 21.
As a nation increases its productive capacity, the demand for services increases.

Grade 6, Cultures in Transition, (TE), Follett, Page T192.
During World War I, factories producing consumer goods could not get supplies because the government had allotted them to military industries.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 36.
After looking at the components of goods and services it is easy to understand why they are scarce.

GOODS AND SERVICES

Grade 6, Eleven Nations, (TE), Ginn, Page 82.
The goods people need in their daily lives, such as shoes, clothes, and household articles, are called consumer goods.

Grade 6, In Latin America and Canada, Heath, Page 70.
Producer goods: steel, leather and cement -- are products made primarily to sell to other manufacturers. Consumer goods are things like food, clothing and shoes that are sold directly to the consumer.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 401.
During the first forty years after the Revolution, industry in the Soviet Union was concentrated on manufacturing capital, or producer goods. Producer goods are machinery and tools used to produce other goods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 402.
Consumer goods are the products people need and want for everyday living.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 188.
A renewable resource can be replaced by nature or regenerated by man, whereas a nonrenewable resource cannot be replaced or regenerated once it is taken from nature.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 149.
A man working at one job could pay someone to do other chores for him. Service industries came into being this way.

Grade 6, The Ways of Man, (TE), Macmillan, Page 74.
More and more Europeans now own consumer goods like television sets, refrigerators, washing machines, and other appliances.

Grade 6, The Ways of Man, (TE), Macmillan, Page 350.
Capital goods are not things that people can use to satisfy their wants. They are things that make possible an increase in production in future years. The people of India have such low incomes that most of them must spend for things to use right now, every cent they make. When people can save, their savings can be loaned out to businessmen for the production of capital goods. If the savings are not available, the capital goods cannot be produced.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 4, Adventure: Economics, Ohio, Page 42.
In our complex economy, the government provides a multitude of services.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 4, Adventure: Economics, Ohio, Page 51.
Restrictions and demands imposed on a market economy by a government charged with conducting a war may alter economic activity. The objective of winning the war is given priority over individual freedoms related to production and consumption.

Grade 4, Adventure: Economics, Ohio, Page 53.
Recession may result from insufficient consumer and producer demand. The government can influence aggregate demand through its spending or borrowing behavior.

Grade 4, Adventure: Economics, Ohio, Page 64.
The government purchases goods and services to maintain national defense, roads, transportation services, etc. These expenditures must be included in any measure of the economy.

Grade 4, Communities Around the World, Sadlier, Page 264.
Many South American governments are trying to make life better for their people. Schools are being built for the children. Some governments are trying to give poor farmers more land.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 10.
Unusual situations, such as war, may cause a society to reallocate resources very rapidly.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 22.
The consumer has certain, specific legal protection and remedies in federal, state and local laws.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 41.
In providing a few basic services, the government modifies the role of the market in order to provide for the common welfare more effectively.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 112.
Government attempts to prevent unethical business practices in order to protect the consumer.

Grade 4, Economic Education for Washington Schools, K-6, (DEEP), Page 11.
The price of a product depends on the total supply of the product and the total demand for it in the market. However, a few prices in our country are fixed by government.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 79.
A central money system created by the government is very convenient. With one money system that is accepted by all, there is no dispute over the value of the money as there is in a system where there are many kinds of systems of money.

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Grade 4, The Environment We Live In, (TE), Follett, Page T324.
Parks are some of the public goods citizens help pay for.

Grade 4, Four Lands: Four People, Heath, Page 70.
Government in Egypt has always tended to control some of the things people depend on for making a living.

Grade 4, Four Lands: Four People, Heath, Page 87.
The cutting of woodlands is controlled by the Swiss government to prevent soil erosion.

Grade 4, Four Lands: Four People, Heath, Page 117.
In India, the government sends workers to the villages to teach the farmers better farm methods in order to improve their crops.

Grade 4, Four Lands: Four People, Heath, Page 142.
Brazil's democratic government must overcome problems of high illiteracy and overcentralization of power in order to survive.

Grade 4, Four Lands: Four People, Heath, Page 143.
Coffee production expanded until supply exceeded the amount that could be sold. The Brazilian government prevented a coffee bust for a time by buying up extra coffee.

Grade 4, Great Americans, Fideler, Page 48.
President Theodore Roosevelt believed that the government should protect the welfare of the people. This was not always done at that time. There were several large companies in the United States that spent money to elect government officials who would do as they told them too. These big companies were so powerful that earlier presidents had not been able to stop them from acting unfairly toward other companies. Roosevelt, however, was able to enforce the Sherman Anti-Trust Act. This law helped to prevent large companies from using their power in this way. There were other ways in which President Roosevelt helped to protect the American people. He demanded that they be protected from the impure foods and useless or dangerous drugs being sold then. As a result, a law was passed which required that meat-packing plants be inspected.

Grade 4, Great Americans, Fideler, Page 49.
Under the Roosevelt administration, laws were passed that provided for five new national parks.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 168.
Governments can pass and enforce laws which help reduce pollution. Governments can also set aside land areas as refuges for animals and as protection for natural scenery.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 4-1.
Specialization in work can lead to the formation of governments.

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Grade 4, Investigating Communities, and Cultures, (TE), American Book Co., Page 135.
The rulers of the early cities and their governments provided many services for the people.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 250.
The Food and Drug Administration is an agency of the United States government. It has the responsibility of seeing that foods are safe, pure, and made under sanitary conditions. It also insures that drugs are safe and effective for their intended purpose.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-6.
The United Nations has no regular income from taxes as do national governments and it does not have conscription for its police force.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 284.
Setting up a money system is one of the responsibilities of the national community.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 91.
General rules, or laws, guide the decision-making of the people in power, which give the people an idea of how to get along and what to expect in the way of a decision if an argument arises.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 46.
The government gives assistance to farmers.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 77.
The federal government gives funds to many projects.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 110.
The government helps the oil industry.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 130.
The TVA project was paid for by the government.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 159.
The government is charged with the responsibility of providing for the basic rights, opportunities, and welfare of its citizens.

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Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 160.
Each state prepares a yearly budget that lists the public needs and how they are to be met.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 165.
The federal government contributed to the growth of California during World War II through investments in ship building and airplane factories and by the establishment of military training camps.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 188.
Planned goals are often threatened by conflicting interests and wishes. A great deal of skill, perception of people's needs and wishes, and foresight are required when planning for the economic, ecological, and cultural welfare of a region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 189.
The federal government became Hawaii's largest employer, buying goods and services. Military bases were expanded, and increased numbers of American servicemen spending their money in Hawaii.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 217.
The economic problems resulting from New England's history and location require careful regional planning.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 247.
Every country has people in it who are poor. Governments try to help these people meet their needs for food, clothing, and shelter. Governments also try to help these people through education.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 250.
On some countries the farmers cannot raise enough food for all the people living there. The men in the government in the countries where food is scarce turn to the governments of other countries for help.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T123.
Governements today, must help people to meet their wants and needs. Such things as education and transportation have become part of a government's problems.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 111.
Government offices and bureaus offer many types of information to people and businesses.

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Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 155.
The government now pays farmers not to plant some of their land.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Like families, cities have incomes. Their income comes mostly from taxes that people pay.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 203.
People are renewing their cities in different ways.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 203
City governments study their problems, and make plans from the results of these studies.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 273.
A treaty is essentially a written document of rules governing how people should act and what property they may legally use.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 320.
The national government had given about seven million acres of land to road and canal companies to help them create transportation facilities in areas where few people lived.

Grade 4, The Social Sciences: Concepts and Values, (Orange (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 340.
Governments work to help people act together peacefully. In their work, governments use resources such as people, land and buildings.

Grade 4, Story of America: Transportation, Fideler, Page 29.
In 1806 the United States Congress voted to build a national higheay to the West. It was named the Cumberland Road, later it became known as the national road.

Grade 4, Story of America: Transportation, Fideler, Page 83.
The first railroad to cross the United States was built by two railroad companies which were racing to see which one could lay the most track. Congress had voted to give the companies ten square miles of land along the railroad for every mile of track laid. Each company wanted to lay more track so that it would receive the most land.

Grade 4, Story of America: Transportation, Fideler, Page 120.
The United States government bought its first airplane from Wilbur Wright in 1908.

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Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 24.
The pioneers established a system of government soon after settling. Our modern government is larger and more expensive than that of the pioneer period, but it provides more goods and services to the people.

Grade 4, Web of the World, (TE), Macmillan, Page 124.
Because real wages are so important, the United States government wants to know what they are. So it collects facts about the prices of goods and services that consumers buy to meet their needs.

Grade 4, Web of the World, (TE), Macmillan, Page 137.
In our country we have a way of helping workers save. We have a plan, called the Social Security system.

Grade 4, Web of the World, (TE), Macmillan, Page 196.
In our country, we allow the government to make some choices about what shall be produced. The people we elect may decide that we need more schools and more parks and more space ships. The government collects taxes to buy these things.

Grade 4, Web of the World, (TE), Macmillan, Page 221.
The Federal government has done many things to help different kinds of transportation.

Grade 4, Web of the World, (TE), Macmillan, Page 234.
In many cities, low-cost and middle-income homes have been built with government and private money.

Grade 5, Adventure: Economics, Ohio, Page 42.
In our complex economy, the government provides a multitude of services.

Grade 5, Adventure: Economics, Ohio, Page 51.
Societal priorities can alter the operation of an economic system. Restrictions and demands imposed on a market economy by a government charged with conducting a war may alter economic activity.

Grade 5, Adventure: Economics, Ohio, Page 53.
Recession may result from insufficient consumer and producer demand. The government can influence aggreagate demand through its spending or borrowing behavior.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T31.
The inability of the central government to compel the states to render economic assistance under the Articles of Confederation greatly weakened the government.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T37.
America's economy would have been crippled if she had allowed England and France to continue violating freedom of the seas.

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Grade 5, The American Adventure, (TE), Field Educational Pub., Page 172. The Indians owned the best farmland in many regions during the early years of the United States. However, in 1832, the Supreme Court ruled that the federal government had the power to decide what would happen to Indian farmlands.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 288. Franklin Roosevelt used government money in many new ways in order to help the nation recover from the depression.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 289. The United States government began to pay farmers to grow only certain specified amounts of crops during the depression.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 290. For many years the flood states had asked for federal government help to prevent floods. Finally during the 1930's, the government responded. New Deal programs spent huge sums of money on flood control.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 291. The New Deal program helped farmers, flood victims, and people out of work.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 304. After World War II, the United States gave or loaned about twelve billion dollars to help European nations. Money from the Marshall Plan was used to fight poverty, hunger, and disease, and to help countries rebuild their industries. Although it was extremely costly, most Americans approved of this economic help to the Nations of Europe.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 321. Through the troubled 1950's, the people and the government of the United States became more aware of the problems of the poor. A department of Health, Education, and Welfare was set up in 1953. This agency provided funds to states to improve the health and welfare of children, the aged and the mentally retarded. It also helps retrain people who have been put out of work by machines.

Grade 5, American Neighbors, Fideler, Pages 1-30. The Canadian government is working hard to improve the health of the Indians and Eskimos. Canada is also helping its Indians and Eskimos learn how to make a better living.

Grade 5, American Neighbors, Fideler, Pages 1-81. The Canadian government is taking steps to make the country's economy less dependent on the United States. The government is also trying to increase trade with nations other than the United States, especially with Asian nations such as Japan.

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Grade 5, American Neighbors, Fideler, Pages 2-10.
The government of Mexico has built dams on several rivers in northwest Mexico so that water from the mountains can be used for irrigating the land. Irrigation makes it possible for farmers here to grow crops on land that would otherwise be too dry for farming.

Grade 5, American Neighbors, Fideler, Pages 2-27.
About 1920, the new Mexican government began taking land from the big haciendas and giving it to the landless farmers. Most of the old haciendas have been completely divided up.

Grade 5, American Neighbors, Fideler, Pages 3-60.
In 1830, a liberal leader named Francisco Morazan became President of the federation. Morazan and his followers tried to bring about a number of changes in Central America. They encouraged public education and worked to improve farming and transportation.

Grade 5, American Neighbors, Fideler, Pages 3-70.
In the Caribbean Lands, land reform laws are needed so that farmers will have better opportunities to earn a good living.

Grade 5, American Neighbors, Fideler, Pages 3-109.
The governments of some Caribbean countries are trying to provide a better way of life for their farmers. Several countries have adopted land reform programs.

Grade 5, American Neighbors, Fideler, Pages 4-6
The rising expectations of the South American people are making them restless. They expect their governments to provide factories, schools, hospitals, and other institutions needed to bring about the better way of life they want. When the new governments are unable to provide these things immediately, the people are disappointed. They become even more dissatisfied and restless.

Grade 5, American Neighbors, Fideler, Pages 4-65.
Following the end of World War II, industry began to develop rapidly in many South American countries. The governments of many South American countries helped businessmen establish factories.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 54.
Colonial merchants were especially disturbed by some of England's trade laws. When their protests had no effect, they often simply disobeyed the laws.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-12, 4-1, and 5-1.
Two essential functions of government are to serve and regulate in the public interest.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 186.
To try to encourage free competition, Congress passed the Sherman Anti-Trust Act in 1890. The law made it illegal for big companies to prevent competition.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 6-10.
Two functions of government are to serve and to regulate in the public interest. Government can contribute to the maintenance of high level production and employment, rapid economic growth and progress, and a stable dollar, by proper use of government authority.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 240.
Western Europe, received billions of dollars in aid from the United States. This money was used to rebuild factories and cities destroyed by the war. By the mid-1960's, Western Europe was stronger and richer than it had ever been before.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 249.
The aid of the United States has helped many people in the world.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 250.
One "New Deal" program called Social Security, helped older people who could no longer work. Even today, most workers pay a Social Security tax. Money is taken out of their paycheck and set aside. When they retire, they receive their tax money back in the form of monthly Social Security payments.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 326.
The Mexican Constitution of 1917 called for the breaking up of haciendas into smaller farms and giving tribal lands back to the Indians. It also said that the Mexican nations, not foreign companies, would own all minerals.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 327.
Today, the Mexican government runs important industries like the railroads and electric power. It spends a large part of its budget on education and medical care for its increasing population.

Grade 5, Canada, Fideler, Page 78.
The government of Canada is trying to help Indians and Eskimos have a better way of life. For example, it is working hard to provide better health care for the Eskimos. The government is also helping Indians and Eskimos obtain jobs.

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Grade 5, Canada, Fideler, Page 79.
Canada is helping its Indians and Eskimos. Canada is also helping its Indians and Eskimos learn how to make a better living.

Grade 5, Canada, Fideler, Page 188.
Steps are being taken to solve some of Canada's problems. The federal government has a special program for building roads in northern Canada. It is also cooperating with private companies in helping Indians and Eskimos obtain jobs in the oil industry in the Yukon and the Northwest Territories. In addition, the government is helping private industry pay for the cost of drilling exploratory oil and gas wells in the Artic Islands.

Grade 5, Caribbean Lands, Fideler, Page 67.
Taxes paid by the United States companies to Caribbean countries provided the National governments with much needed income.

Grade 5, Caribbean Lands, Fideler, Page 109.
The governments of some Caribbean countries are trying to provide a better way of life for their farmers. Several countries have adopted land reform programs. Special lending agencies have been started to make it easier for farmers to borrow money for tools, fertilizer, and other necessities.

Grade 5, Caribbean Lands, Fideler, Page 124.
The governments of many Caribbean countries are trying to encourage the growth of manufacturing. Special government agencies have been formed to assist people who wish to start new businesses. Some governments offer lower taxes and other benefits to companies opening new factories.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 10.
Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 22.
The consumer has certain, specific legal protection and remedies in federal, state and local news.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 41.
In providing a few basic services, the government modifies the role of the market in order to provide for the common welfare more effectively.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 45.
Society may modify the market system by regulating business activity. Government provides checks against unfair trade practices, economic discrimination, monopoly and other acts contrary to the general welfare. Recent attention has been given to consumer protection. The government protects ownership and use of private property.

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Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 52.
Planning and effective leadership are important for the orderly and dynamic growth of cities.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 4.
The government makes some decisions about our economic activities.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 19.
Although our private enterprise system is based on decentralized decision-making, the government's economic role has increased as our economy has become more complex.

Grade 5, In These United States, Heath, Page 72.
Though the 1850's saw the United States torn with dissension and there was a bloody civil war just ahead, the country's subsequent history has been one of tremendous growth and a developing unity.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 228.
The national government plays an important part in the United States economic system.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 104.
Saudi Arabia, Kuwait, and Iran have found large quantities of oil within their borders. In the past, Saudi Arabian rulers have not always been as wise as those of Iran and Kuwait. In Saudi Arabia the money from oil has often been used to entertain the royal family and its favorites. In Kuwait profits have been used to set up a society with guaranteed security.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 91.
Laws are guidelines for a community or nation.

Grade 5, Man the Toolmaker, (TE), Follett, Page T188.
War was an event that Sumerian scribes could often write about. Even though the Sumerians were city people, their way of life depended on the grain surpluses and irrigation system that made the crops grow. Sumerian cities often fought among themselves for control of fields and irrigation ditches.

Grade 5, Man the Toolmaker, (TE), Follett, Page T242.
In the dangerous conditions of barbarian Europe, trade and travel practically came to a halt. Money went out of use, for there was no central government to issue coinage.

Grade 5, Man the Toolmaker, (TE), Follett, Page T245.
The Roman emperors tried to keep people on the farms in order to keep collecting taxes from landowners. Such methods failed in the long run because the heavy taxes drained the farmers' resources and reduced their productivity.

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Grade 5, Man the Toolmaker, (TE), Follett, Page 274.
As times went on, more people in England began to feel that the industrial system was not fair to everyone. Step by step more changes were made that helped the workers. The government also began to pass laws concerning public health. These laws made sure that each city had proper sewer and water supplies.

Grade 5, Midwest and Great Plains, Fideler, Page 137.
The United States government is helping farmers adjust to the changes that have been taking place in agriculture. It has set up agencies that lend money to farmers who want to buy land or machinery.

Grade 5, Midwest and Great Plains, Fideler, Page 209.
The United States government is now spending billions of dollars to help our states construct a nationwide system of superhighways.

Grade 5, The Northeast, Fideler, Page 99.
In 1818, the United States government finished building a highway from Cumberland, Maryland, to Wheeling, in what is now West Virginia.

Grade 5, The Northeast, Fideler, Page 174.
Government agencies as well as private companies are now trying in various ways to reduce pollution. A law passed by Congress in 1965 allows the federal government to take court action against cities and factories that pollute interstate rivers and lakes.

Grade 5, The Northeast, Fideler, Page 194.
Government training programs provide unemployed workers with an opportunity to learn skills for different types of jobs.

Grade 5, One Nation: The United States, (TE), Ginn, Page 37.
Air pollution is a dangerous problem, but it is not easy to solve. City governments are passing laws which require factories and apartment buildings to clean up the debris which comes out of their smokestacks.

Grade 5, One Nation: The United States, (TE), Ginn, Page 38.
Our National Government has passed laws forbidding companies to refuse work to people because of the color of their skin, their nationality, or their religion.

Grade 5, One Nation: The United States, (TE), Ginn, Page 104.
Thousands of people work for our National Government. The National Government employs people to print and coin our money, to forecast the weather, to collect taxes, to inspect our food and drugs, and to control the airways. People in the armed forces work for the National Government, too.

Grade 5, One Nation: The United States, (TE), Ginn, Page 119.
Many government leaders and workers are trying to help American families who earn less than $3,900 a year to solve their problems and improve their living conditions.

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Grade 5, One Nation: The United States, (TE), Ginn, Page 136.
For many years, government leaders have tried to solve the problem of traffic congestion in our metropolitan areas by building more roads.

Grade 5, One Nation: The United States, (TE), Ginn, Page 138.
With the help of the National Government, some railroad companies are now experimenting with highspeed passenger trains.

Grade 5, One Nation: The United States, (TE), Ginn, Page 178.
Our National Government is interested in helping people have fun in their leisure time. One important way it does this is to run our national parks.

Grade 5, One Nation: The United States, (TE), Ginn, Page 240.
In Turkey about half the people could not read or write until recently. This was a big problem for Turkey. So the Turkish government started reading and writing classes for its service men. Our government helped by sending printing presses and paper, as well as men and women who had taught soldiers in other parts of the world.

Grade 5, One Nation: The United States, (TE), Ginn, Page 466.
During the depression of the 1930's, the President asked Congress to pass several laws to make the banks stronger than they had been. In one of these laws, our National Government promised to pay Americans up to $2,500 on their savings accounts, if banks should close in the future.

Grade 5, One Nation: The United States, (TE), Ginn, Page 467.
The New Deal included a law to help the American workers. The law said that men and women should not work more than forty hours a week unless they were paid extra money. The law also said they should receive at least forty cents an hour.

Grade 5, One Nation: The United States, (TE), Ginn, Page 470.
President Roosevelt knew that there was more poverty in the South than in any other section of the USA. He was especially interested in helping the South. He selected the Tennessee River Valley as the location for a huge improvement project.

Grade 5, One Nation: The United States, (TE), Ginn, Page 470.
The farmers of the United States were in trouble during the Depression. Many of them had borrowed money to purchase their farms and equipment. They could not pay back the money they had borrowed. The government set up the Farm Credit Administration to lend the farmers money at a very low rate of interest.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 63.
The Frame of Government said that no man could have his life, freedom, or property taken without trail by jury. It allowed the death penalty only for murder or treason. It said that children must be educated and learn a trade.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 70.
As a protest against the "devine right of kings," a philosophy emerged in the seventeenth century that promoted the idea of man's natural rights to property and liberty and his ability to govern himself. This laid the groundwork for both our economic and political systems.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 72.
The primary purpose of government is to protect the rights of the people. This is the basis of our political and economic systems.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A. Senesh, Page 74.
The mercantile system reflected England's view that the thirteen American colonies existed to increase the wealth and power of the mother country.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 76.
Under Mercantilism, the colonies were to contribute to the wealth and power of the mother country. Many colonists were dissatisfied with the social system that reflected this policy and challenged the British government on historical and philosophical grounds.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 83.
The constitution gave Congress the power to regulate trade between the states and with foreign nations. Before the Constitution, many states tried to protect their businesses by taxing goods from other states. This economic fighting between the states weakened the economy.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 96.
Under the Articles of Confederation, a great deal of conflict existed between states in trade and commerce. Economic instability resulted from each state coining its own money. The central government was unable to collect taxes and therefore unable to pay a defense force. Under the Constitution, the federal government controlled interstate commerce, coined all money, and had power to collect taxes.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 98.
The new nation, the United States faced many severe economic problems caused by the loss of trade with England and her colonies. In order to build an economic system it was necessary to develop industry and commerce through a strong national government. The Constitution and the international conditions of the time established a climate that favored the economic development of the United States and shaped an economic system that was based on economic freedom and the regional division of labor.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 100.
The new Constitution unified the country, gave it a simple monetary system, and protected the private property necessary for economic development.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 106.
The United States Constitution has played an important role in the development of our economic system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 138.
President Roosevelt felt that the government had to take the lead in helping to cure the economy. He believed the government had to spend money to stimulate the economy.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 145.
A tariff is a tax placed on goods produced in a foreign country and shipped into the United States. Hamilton's tariff plans increased the expense of foreign goods and encouraged Americans to buy goods produced in the United States.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 192.
The government began to pay farmers to grow less because if farmers produced fewer crops, the price of what they did produce would rise and they would be able to buy more goods and services.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 209.
The government has modified its pollution standards; new equipment must be bought by many firms to meet the standards.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 211.
President Kennedy was angry when U.S. Steel raised its prices because he thought a price rise would harm the country and had asked the steel companies not to raise their prices. President Kennedy forced U.S. Steel to back down by asking the Justice Department to investigate the steel industry for illegal secret price arrangements. Also the Defense Department announced that it would buy steel only from companies that had not raised prices.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 222.
Among the problems facing our political system today are conflicts over economic goals, an increasing crime rate, and a crisis in race relations.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 229.
People disagree about the order of priorities among national economic goals. This creates problems in our political system.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 242.
The government can ensure the freedom of small producers who must compete with large corporations that have the power to increase prices by limiting the size of corporations.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 85.
A community can help its members control their environment by taxing people for pollution.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
Governments often set the top prices that public service monopolies can charge.

Grade 5, The Social Sciences: Concepts and Values, (Purple) TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 254.
The United States government has made laws that tell food producers to print the truth on their wrappers.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 258.
Different cultures within a society use government to meet their needs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 232.
Taxation, printing money, defense, and tariffs are just some of the tasks governments must deal with.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 269.
Tariffs passed by Congress aided American industry by making foreign goods more expensive.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 303.
The government tries to ensure the quality of the foods we purchase.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 344.
Increased world trade and the ownership of land overseas caused the United States to play a larger part in world affairs. In trying to protect its interests, America got involved in the governments and problems of other nations.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 345. The United States declared in 1890 that all sugar coming in from Cuba would be tax-free. Now the Cubans could make a larger profit from their crop. The result was increased production of sugar in Cuba. Many Americans invested money in the sugar industry of Cuba, hoping to make a great profit.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 352. The industrial nations took over sections of China for economic gain in the 1800's.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T49. Governments, by investing money as expenditures, influence activities of discovery and exploration.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T94. Powers to levy taxes and to coin money are powers of governments.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T101. A function of government is the establishment of a stable currency. Governments sometimes have to borrow to pay their debts.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T124. New nations are usually more concerned with their international development than with foreign relations.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T127. For a weak nation, a major war might endanger its political or economic stability.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T130. A nation's economy can be strengthened through the help of its government.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T135. A nation with great economic power can exercise important influence in world affairs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T138. When a nation owns colonies, it takes on additional economic and political responsibilities.

Grade 5, The South, Fideler, Page 85. During the reconstruction, the governments played a large part in rebuilding the South. For example, they provided money for repairing public building and roads. Perhaps the most important achievement was expansion of the public school system.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 5, South America, Fideler, Page 100.
Venezuela's vast deposits of oil have brought great wealth to the country. Although foreign companies operate most of the oil wells, they must pay the government of Venezuela more than three fourths of the profits they make from producing oil. With this money the government has built schools and hospitals, as well as roads and airports. Some of this money is also being used to help farmers learn new and better methods of farming.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon (DEEP), Page 39.
Our governments don't produce very many goods, but they do produce a sizeable output of services.

Grade 5, This Favored Land, (TE), Macmillan, Page 245.
One thing that caused bad feelings between the North and South was the question of taxes on goods coming into the country. Such taxes are called tariffs. The North wanted to place high tariffs on manufactured goods from other countries. These protective tariffs would raise the prices of other countries' manufactured goods. Then people would buy goods manufactured in the North. Southerners, who did little manufacturing, wanted to buy manufactured things at the lowest possible cost, even if they were made outside the United States.

Grade 5, This Favored Land, (TE), Macmillan, Page 278.
The plans used which settlers could get public land had become easier and easier since the Land Ordinance of 1785. But pioneers on the frontier still said that public land should be free to those who would settle and work it. In 1862, the United States Congress finally accepted this idea. The Homestead Act was passed. Under this act, a settler could become the owner of a quarter section--160 acres of land--without paying any money. To get the land, the settler had to meet certain conditions. He had to be at least twenty-one years old. He had to live on his quarter section for five years and begin making a farm of it by putting the land in cultivation.

Grade 5, This Favored Land, (TE), Macmillan, Page 310.
During the Civil War, there were no Southerners in Congress. So new tariff laws were passed with higher rates--higher protective tariffs. This would help new industries to get started and increase industrial growth.

Grade 5, This Favored Land, (TE), Macmillan, Page 368.
During the Depression, farmers all over the country were in trouble, not just the farmers of the South. So laws called the Agricultural Adjustment Acts were passed to help them. These laws cut down the size of the crops farmers raised. They raised the prices on crops so that farmers were sure of a fair return for their work.

Grade 5, This Favored Land, (TE), Macmillan, Page 417.
Almost half the land in Hawaii is owned by fewer than one hundred people or companies. The state itself own more than 40 per-cent of the land.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 5, This Favored Land, (TE), Macmillan, Page T99.
A protective tariff protects the jobs, wages, and salaries of the people employed by the companies manufacturing the goods on which the tariff is placed. The tariff also protects the profits of the owners of these companies. It also protects other businesses that sell raw materials or other supplies to the protected business.

Grade 5, This Favored Land, (TE), Macmillan, Pages T147 and T159.
In modern societies, government plays an increasingly large role in the management of land and other resources.

Grade 5, The West, Fideler, Page 82.
To help the companies build railroads, the government loaned them money and gave them large sections of land for every mile of track they built.

Grade 5, The West, Fideler, Page 86.
In 1862, the United States Congress passed the Homestead Act. This act gave 160 acres of free land to the head of a family if he would build a house on the land and plant crops. Farmers could also buy land from the railroads for only a few dollars per acre.

Grade 5, The West, Fideler, Page 125.
The people of the West, like those in other parts of our country, are trying hard to solve their urgent social problems. Efforts are being made to find jobs for unemployed people and to give unskilled workers the training they need to earn a good living in the modern world. Government leaders in the West are trying to provide their citizens with greater opportunities for education and with better medical care.

Grade 5, The West, Fideler, Page 126.
To help children of pre-school age, the federal government has established a program known as Project Head Start. The government provides money to communities to help pay for nursery schools for these children.

Grade 6, Adventure: Economics, Ohio, Page 42.
In our complex economy, the government provides a multitude of services.

Grade 6, Adventure: Economics, Ohio, Page 51.
Societal priorities can alter the operation of an economic system. Restrictions and demands imposed on a market economy by government charged with conducting a war may alter economic activity.

Grade 6, Adventure: Economics, Ohio, Page 53.
Recession may result from insufficient consumer and producer demands. The government can influence aggregate demand through its spending or borrowing behavior.

Grade 6, Africa, Fideler, Page 115.
Most African governments send farming experts to teach the villagers how to improve their methods of farming.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 108. The regulation of trade soon outgrew the scope of towns and guilds. It became the business of the national government. The capitalist worked on his own, but he was aided by the policies adopted by the English states.

Grade 6, British Isles, Fideler, Page 112. The government of the Irish Republic is trying to promote the growth of industry by granting economic benefits to manufacturers, especially those that produce goods for export.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 103. Government regulations of hours worked, and safety arrangements, in factories are needed.

Grade 6, Cultures in Transition, (TE), Follett, Page T68. In the Middle Ages, rulers kept order at fairs, helped organize them, and protected merchants as they traveled to and from the fairs. These leaders benefited from taxes and fees collected from the merchants and from the general increase in business that the fairs encouraged in their areas. Modern governments try to create conditions that will stimulate business industry, but they also tax and control merchants and industrialists.

Grade 6, Cultures in Transition, (TE), Follett, Page T75. The roles of rulers and lords were similar in both the early Greek period and in Medieval Europe. These rulers controlled trade through taxation and also tried to protect it. In both medieval Europe and early Greece, pirates and raiders were the first to offer people "imported" goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T177. During the age of Mercantilism, leaders of nations granted special favors to businesses that brought gold into the country. Adam Smith felt that since competition controls business, government should not make laws to control it.

Grade 6, Cultures in Transition, (TE), Follett, Page 180. At the beginning of the Industrial Revolution wages for workers were bad and the working conditions were dangerous. The English Parliament passed laws in favor of the workers. These laws set limits on the age at which children could be employed in factories. They shortened the working day for women and children, and later for men. They required that children be given an education.

Grade 6, Cultures in Transition, (TE), Follett, Page T202. After World War II, Europe began to recover more rapidly than anyone had expected. The Marshall Plan set up by the United States helped greatly in this rebuilding of the economy. Through this plan, western European nations were given credit rather than money. Using this credit, they bought from the United States the tools, machines, and the raw materials needed to get industry moving.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Cultures in Transition, (TE), Follett, Page T207.
One advantage of a large nation is the lack of barriers to trade and business. All parts of the nation use the same currency and other standards. A large nation also may have access to more raw materials, resources, and markets.

Grade 6, Cultures in Transition, (TE), Follett, Page T293.
To nationalize something means to put it under control of the national government. The Communist government nationalized all Russian industry.

Grade 6, Cultures in Transition, (TE), Follett, Page T336.
When Japan decided to centralize its government, all land was to be controlled by the government and to be distributed evenly among the people.

Grade 6, Cultures in Transition, (TE), Follett, Page T357.
In China an ancient king was supposed to have put an end to trade and industry in favor of agriculture. Thus Confusian scholars of Tokugawa Japan ranked farmers above merchants and craftsmen because this was the way of the past. In addition, they favored peasants because their taxes paid the scholars' stipends.

Grade 6, Cultures in Transition, (TE), Follett, Page T375.
In the feudal system, Samurai served local lords who, in turn, served the shogun. The Samurai class as a whole controlled the land, enforced the law, and collected taxes. In the modernized country, the government took on these tasks.

Grade 6, Cultures in Transition, (TE), Follett, Page T378.
Since money is needed to carry out most government projects, control of the budget would give any governing body extensive power.

Grade 6, Cultures in Transition, (TE), Follett, Page T380.
The Japanese government gave aid to agriculture. It taught the villagers new methods of farming, and production rose sharply. The increase provided the government with much of the capital it needed to build industry.

Grade 6, Cultures in Transition, (TE), Follett, Page T446.
The occupation leaders wanted to end Japan's military power in order to prevent further wars. They realized that a strong economy would help create a strong democratic nation.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 10.
Unusual situations, such as war, may cause a society to reallocate resources very rapidly.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 22.
The consumer has certain, specific legal protection and remedies in federal, state and local laws.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 41.
In providing a few basic services, the government modifies the role of the market in order to provide for the common welfare more effectively.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 125.
One of the functions of government is to regulate and guarantee competition. Most economic systems today are mixed. That is, both private enterprise and government produce goods and services for the people. Its type depends on the "mix" or which sector is the larger proportion. Political systems -- whether democratic or non-democratic -- contribute to economic growth.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 247.
Investors are not eager to put their money into countries until they are assured of the success of the government in power.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 254.
Though the Pan American Union began as a defense union, it soon became apparent that it could become an economic union, mutually beneficial to all its members.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 258.
The Alliance for Progress goes beyond the hope of mutual understanding and trust expressed in the Pan American Union and the Good Neighbor Policy by promising economic and technical aid to Latin American Nations.

Grade 6, Economic Education for Washington Schools, K-6, (DEEP), Page 8.
In an underdeveloped country, the goods and services usually provided by the government such as highways or education may be lacking. If the people are poor they cannot pay much in taxes. The government cannot supply many goods and services if it has insufficient revenue from taxes.

Grade 6, Eleven Nations, (TE), Ginn, Page 35.
During the Industrial Revolution, new laws were needed to protect workers. In England, members of Parliament supported reform for many reasons. A majority agreed that factory workers needed help. Laws were passed that brought new hope to millions of industrial laborers. Boards of health were set up. Women and children could no longer be put to work in the dangerous coal mines.

Grade 6, Eleven Nations, (TE), Ginn, Page 270.
It was obvious to many Nigerians that they would need more and better transportation facilities if they were to move all the new products of the farms, forests, and factories. The federal and regional governments thus began to plan for a better transportation system throughout Nigeria. The governments had to plan carefully in order to use their limited resources wisely.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Germany, Fideler, Page 114.
To help farmers earn income like those earned by other workers, the German government has established a system of farm subsidies. This system has caused additional problems, however. It has encouraged many of the smallest, most inefficient farmers to continue to farm.

Grade 6, In A Race With Time, (TE), Macmillan, Page 66.
General Diaz did a great deal for Mexico. He organized a rural police force that put an end to bandits. He built highways, improved harbors, and beautified cities. Foreign companies were encouraged to build railroads, factories, and power plants.

Grade 6, In A Race With Time, (TE), Macmillan, Page 167.
The petroleum fields and iron mines of Venezuela bring great wealth to its government. Foreign corporations must pay for the privilege of using the resources of the country.

Grade 6, In A Race With Time, (TE), Macmillan, Page 172.
Several dictators ruled Venezuela wisely in the beginning. They encouraged agriculture, developed mines, built schools, and improved transportation. They tried to divide large estates to distribute land to the poor farmers. However, the dictators generally mismanaged the affairs of their country.

Grade 6, In A Race With Time, (TE), Macmillan, Page 174.
The Venezuelan government has received a great deal of money from petroleum and iron. A large share of the profits made by foreign corporations that develop Venequela's natural resources are paid into the Venezuelan treasury. The government has used this income from petroleum and iron resources to develop the nation.

Grade 6, In A Race With Time, (TE), Macmillan, Page 176.
The Venezuelan government is trying to provide jobs for young people educated in its schools and colleges.

Grade 6, In A Race With Time, (TE), Macmillan, Page 230.
In Chile, the government began to change the system of landholding. Under the government's new policy, some of the owners of large ranches were forced to sell their land to the government if they were not making good use of it. The ranches were turned into communal farms.

Grade 6, In A Race With Time, (TE), Macmillan, Page 233.
The Communist government of Chile speeded up the land redistribution which was begun by the Christian Democrats. It put the entire banking system under government ownership. The Republic of Chile assumed full ownership of the major copper mines.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, In A Race With Time, (TE), Macmillan, Page 416.
After World War II, The United States became so interested in rebuilding war-ruined Europe that it neglected Latin America. The United States poured 28 billion dollars into Europe in five years. It also loaned or gave enormous sums of money to India, China, Japan, and other Asian nations. In that same period, the United States spent only 500 million dollars in improving conditions in Latin America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 422.
Most Latin American governments have not been able to collect income taxes from the rich. Most Latin American nations have unstable governments. First one dictotor and then another seizes power. The result is that people lost confidence in their government. Foreign governments which might offer assistance are discouraged.

Grade 6, In A Race With Time, (TE), Macmillan, Page T58.
Government programs in agriculture and industry have done much to raise the standard of living of many Chileans.

Grade 6, India, Fideler, Page 86.
The Indian government is working hard to overcome India's problems, Laws have been passed to protect tenant farmers against high rents. The government also hopes to make it possible for more people to buy their own land. In addition, government workers are teaching the people better ways of farming.

Grade 6, India, Fideler, Page 96.
India's government is working hard to help the country develop and expand industry.

Grade 6, In Latin America and Canada, Heath, Page 112.
In Brazil, the northeast section is impoverished. This poverty has created much unrest. Political leaders are demanding that something be done to help the people of this area. Unless some of the demands of the people are met, there is danger of revolution.

Grade 6, In Latin America and Canada, Heath, Page 150.
Latin Americans complain about the excessive profits made by American business interests in Latin America. Though some of the companies have shown a disposition to deal fairly with the people of these countries, many make excessive profits or dominate the governments when and where they can.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 160.
Under the New Deal, the federal government provided assistance too people who had little or no steady income.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 90.
The Northern manufacturers wished to protect their domestic markets by influencing the government to charge tariffs on foreign goods. The people of the South believe that cheap foreign goods were necessary to their economic survival.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, In The Eastern Hemisphere, Heath, Page 37.
In Iran, the government is trying to educate the people and raise the standards of the poor.

Grade 6, In The Eastern Hemisphere, Heath, Page 73.
The government of France is trying to modernize French agriculture and trade.

Grade 6, In The Eastern Hemisphere, Heath, Page 94.
The Russian government has to manage business as well as the usual government activities.

Grade 6, In The Eastern Hemisphere, Heath, Page 97.
The Russian government was the first nation in history to attempt transformation by planning.

Grade 6, In The Eastern Hemisphere, Heath, Page 129.
India and China are competing to see whether democracy or communism can raise the standard of living faster.

Grade 6, Japan, Fideler, Page 148.
The amazing growth of the iron and steel industry in Japan has come about partly because of government help. Because steel is so important to the development and expansion of modern industry, the Japanese government has given the steel manufacturers special privileges, such as tax relief.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-3.
The Nigerian government has many projects in operation which are designed to help the farmers make better use of the land.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 404.
In the Soviet Union housing is government -sponsored. The state determines the size of the apartment a family can have and assigns families to apartments.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 407.
Without knowing it, a Russian consumer may pay quite a few times the cost of what it took the government to produce something. This extra money is not used by the state to create new industries or new civic projects

Grade 6, Man and Society, Silver, Burdett, Page 424.
As cities grow larger, more laws are needed to protect the freedom of the people. As industry grows; laws are needed to protect producers and consumers.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 80.
Isreal has a democratic political system under which great powers of economic planning are delegated to the government.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Our Working World: Regions of the World, (T) 2nd ed., S.R.A., Senesh, Page 134.
During a food shortage in one of the Chinese provinces, the Emperor demanded that the peasants from other provinces where there was a surplus share their food so everyone enjoyed a subsistence food level.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 142 and 151.
The Soviet Union is attempting to unify the Slavic people under its political and economic guidance.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 174.
Comecon is an economic region whose resources are allocated through a central authority of member nations and whose economics are modified by the pressure of the Soviet Union. Comecon was formed by the Soviet Union to increase its economic power and to establish closer economic and political ties with its East European neighbors.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 189.
Some possible solutions to the energy crisis, include government intervention. For example, the government could change its policies regarding energy resources, promote research on solar and nuclear energy, establish landuse policies that encourage concentration of people, or eliminate subsidies to oil producers and let the price rise.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 190.
The U.S. demand for oil has an effect on the country's foreign policy.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 195.
In a political system where the source of power rests with the people rather than one leader, the people usually receive greater benefits. The Middle East, the major supplier of oil to the rest of the world, earns a large income; but many Middle Eastern countries do not show a corresponding standard of social development.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 200.
Nations who compete economically with Japan must face difficult decisions. These nations have two alternatives: to accept the challenge of Japanese competition by trying harder; or to minimize the effect of Japanese competition by protecting domestic industries through import restrictions.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 228.
Some Latin American countries have tried to improve their economies in recent year by building roads and highways through the jungles and swamps; developing airfields and encouraging tourism; raising wages; and curbing foreign competition through regional planning, regulating foreign companies, and nationalizing foreign holdings.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 140.
During the Middle Ages, there was no government control of business methods, and no income tax.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
A Spartan citizens family life, his work role, and the way he spent his free time all depended on government decisions. The government affected the total life of each person every day. Such governments are called totalitarian governments.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 258.
The Indian government sends agricultural experts to help the villagers. Through the government, these experts help the villagers buy some machinery.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 282.
Today, the U.S. government still tries to protect consumers and do what is best for the economy by preventing unfair practices by business. It tries to see that prices are not set by monopolies. The government affects business in another way too. In the 1800's and early 1900's factory workers had little protection. In the 1930's the United States government began to pass laws which gave workers the right to form unions.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 284.
In the 1940's the United States government passed a set of laws which limited the power of the unions. Unions as well as businesses had to be responsible to all the people. The new laws protected business, consumers, and the members of the labor unions.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 30.
One of the big problems facing the Brazilian government was how to provide the money for the new capital.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 33.
The Brazilian government offered a tax-free town to attract workers.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 153. Athenian colonies and certain Greek city-states depended on Athens for trade and protection. However, a strong political bond was never formed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 163. The government of India encouraged economic growth and regulated production of certain products.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 194. Governments of every civilization provide services for the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 309. Economic aid given by the United States has made it possible for the Formosans to build a strong society.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 314. The American government began regulating more aspects of the American economy during the depression of the 1930's.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 324. The Indian government is planning some of the nation's economy. India is developing a socialistic economic system like Great Britain's. The government of India is trying to bring about more economic equality among the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 326. As China's economic system is communist, the government has almost complete control of the economy.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 396. Political scientists have learned that laws restricting air pollution can be passed if people are made aware of the deadly results of pollution.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T50. Economic systems may be controlled by governments. A stable government is needed for rapid economic growth.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T118. Governments must find ways to reduce the crime rate. Governments must find ways of winning the battle against pollution.

Grade 6, Southeast Asia, Fideler, Page 108. The government of the Countries in Southeast Asia are encouraging industry. They try to plan the progress their countries should make to help industry grow. In these plans they decide where new electric power plants are to be built and what improvements are to be made in transportation. In addition, the governments of some countries, such as Burma, plan and run many of the new factories.

GOVERNMENT AND THE ECONOMY: GENERAL RELATIONSHIP

Grade 6, Soviet Union, Fideler, Page 7.
The Communist leaders came to feel that the best way to modernize the country was for the government to plan and direct all work.

Grade 6, Soviet Union, Fideler, Page 40.
Stalin believed that the Soviet Union would be able to advance more quickly and successfully if the government planned and directed all the work in the country.

Grade 6, Soviet Union, Fideler, Page 74.
Soviet students who are admitted do not have to pay for their education, and most of them receive money from the government if their grades are good enough. However, while they are in school, many have to spend part of their time working in factories, on farms, or doing other useful work. When they graduate, they are expected to take jobs wherever the government wants them to work.

Grade 6, Soviet Union, Fideler, Page 99.
In 1928, the Soviet government decided to group the small farms together to form large, government controlled farms called collectives.

Grade 6, The Ways of Man, (TE), Macmillan, Page 24.
Western thinking accepts the idea that governments can make laws telling business what it can and cannot do. It even accepts the idea of government owning business. But, in Western thinking, the government that does the regulating and the owning must be made up of people who have been chosen in free elections by the people.

Grade 6, The Ways of Man, (TE), Macmillan, Page 388.
In China, practically all the great industries--processing of iron and silk production, for example--were government monopolies, or open only to producers licensed by the government. Tight control of the whole economic system was a characteristic of old China. Whatever the government did not control, associations of businessmen, called guilds, did.

Grade 6, The Ways of Man, (TE), Macmillan, Page 482.
Japanese government leadership sees to it that the economy does not suffer from wasteful competition.

Grade 6, The Ways of Man, (TE), Macmillan, Page T118.
A stable government facilitates the social and economic development of a nation.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Grade 4, Great Americans, Fideler, Page 58.
When Franklin Roosevelt took office, millions of people had lost their jobs. Many of them were unable to pay for their homes, and had to move. Roosevelt believed that the federal government should use its power to help ordinary people achieve a better standard of living.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Pages 98 and 109.
Growth and development of the South Central Region has come about through improvements in transportation and in agricultural and manufacturing methods, and because of the stimulation provided by government spending.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 100.
The future of the South Central Region depends on its success in finding markets for its products and in dealing with the problems that often result from dependency on government spending.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 108.
A country as rich as the United States has suffered serious economic depressions. The U.S. government has taken measure to ensure that many of the experiences of the Great Depression years will not be repeated.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 111.
Continued government spending in a region at times creates economic growth and at other times creates problems in the economy.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 290.
Franklin Roosevelt used government money in many new ways in order to help the nation recover from the depression. Agencies, or special departments, were created to help people find jobs.

Grade 5, Asking About the USA And Its Neighbors, (TE), American Book Co., Page 6-10.
The government can contribute to the maintenance of high level production and employment, rapid economic growth and progress, and a stable dollar, by proper use of government authority.

Grade 5, The Northeast, Fideler, Page 126.
During the 1930's, the federal government and some of the states tried in various ways to end the depression. They provided food and small sums of money to people who did not have jobs. They employed many workers in the construction of highways, dams, and public buildings. In addition, the federal government loaned money to people who wanted to start new businesses. Gradually business improved, and more people were able to find work. By the end of the 1930's, the depression was almost over.

Grade 5, One Nation: The United States, (TE), Ginn, Page 467.
During the depression of the 1930's, it was most important for people to have jobs. Most Americans did not want "handouts" of food and clothing from the government. They wanted to work. They wanted to earn money to support themselves and their families. They wanted to keep their self-respect.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 137.
Hoover believed that the government should not interfere with the economy. Hoover and other experts thought that in time the economy would heal itself. Roosevelt felt that the government had to take the lead in helping cure the economy. He believed that the government had to spend money to stimulate the economy.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 190.
The introduction of new money and jobs reverses a cycle of economic instability. The government tries to improve the economy by setting up public works projects to build roads, dams, and national parks when the economy is in a slump.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 192.
The Civilian Conservation Corps was a work project for unmarried men between eighteen and twenty-five. They received food, clothing, shelter, and wages for doing work that helped conserve the nation's natural resources. This and other projects helped to ease the depression.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T120.
A country's economy goes through periods of increase and decline. Government can help maintain a stable economy.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 103.
The ups-and-downs of the business cycle can be modified by intelligent economic policies, both public and private.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 159.
Unlike Hoover, Roosevelt was willing to use all the power of the federal government to aid the economy and get people back to work. In 1933, Roosevelt called Congress into a special session to deal with the economic crisis. In a period of just one hundred days, Congress passed many new laws giving the federal government a much greater degree of control over the nation's economy.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 160.
The Roosevelt administration tried a number of measures to end the depression. For example, it spent billions of dollars in tax money to build roads, dams, and public buildings. Millions of unemployed persons were put to work on these projects. The government loaned money to business firms to save them from bankruptcy, and help them expand their operations. Under the New Deal, the federal government provided assistance to people who had little or no steady income.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 161.
Most Americans now expect the government to take action whenever necessary to prevent a depression.

GOVERNMENT AND THE ECONOMY: FISCAL POLICY

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 304.
John Maynard Keynes wrote that governments should try to increase demand by creating jobs and hiring people. Governments, he adds, should also order more goods from business and should lower taxes to encourage spending. If more people returned to work and received incomes, they could demand more goods. This demand would encourage business to hire more workers to supply the goods. Spending and production would increase. Formerly, most government's had played a small role in their economies and so were slow to accept Keynes' ideas. Although the United States government did begin work programs for the unemployed in 1936, it was not until World War II began that governments became as involved in their economies as Keynes had advised.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 4, Adventure: Economics, Ohio, Page 42.
In our complex economy, the government provides a multitude of services. Examples of these services may be found in the area of transportation -- highways, bridges, rail and air transport, school transportation, mail delivery -- or in the areas of natural monopoly -- gas, water, sewer and electricity.

Grade 4, Communities Around the World, Sadlier, Page 192.
Governments provide many services. They need money to pay the people who perform these services.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 10.
Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 12.
Goods provided by government which help satisfy the collective wants of people are public goods. Usually these goods are such that people as individuals are unable or unwilling to provide them efficiently.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 44.
Local, state and federal governments produce both goods and services.

Grade 4, Economic Education for Washington Schools: K-6, (DEEP), Page 19.
A few goods and services in this country are provided by government. Some goods and services that are needed such as education, police and fire protection, could not be produced profitably by private business firms for all the people.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 10.
In your daily lives you use some service or good that is at least partially financed by the federal government, and that your families pay taxes to the federal government. One such service provided for by your taxes is the Post Office. Federal funds are also used for welfare, education, highways, farm support or whatever else is appropriate.

Grade 4, The Environment We Live In, (TE), Follett, Page T324.
The government provides parks, wildlife refuges, and other places for people to enjoy.

Grade 4, Four Lands: Four People, Heath, Page 125.
The government of India is building atomic power plants to provide electricity. These projects are paid for by the government which means the people are paying for them through their taxes.

Grade 4, Four Lands, Four People, Heath, Page 142.
Brazil's democratic government must overcome the problems of high illiteracy and over-centralization of power.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 7-6.
People are usually willing to give up some individual money for more community money when the community will provide sewage purification plants.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-2.
All communities supply police protection, school services, and road maintenance and repair services. Some communities provide other services also.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 97.
States spend public money to meet their needs. For example, states spend money for building new roads and for improving old ones. States spend money for building new schools and for improving old ones. Because some people need help, states spend money for public welfare.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 98.
Many people in a state use certain goods and services such as educational facilities, highways and public welfare. Every state spends large sums of public money to meet these needs.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 92.
Government services are provided for everyone. They are useful to everyone and are paid for by everyone.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 175.
Because Alaska is sparsely populated and there are few sources of revenue for the state government, there is not as much social capial as in many other regions of the United States.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 252.
Governments pay workers to help people have safe food and water. Governments also pay people to get rid of garbage and wastes.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 111.
The government helps farmers by supplying them with information on better ways of farming.

Grade 4, The Social Sciences: Concepts and Values, (Orange,)(TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 170.
People all over the country, in cities and on farms, pay taxes to the government. The government uses those taxes to pay people like soil conservationists.

Grade 4, The Social Sciences: Concepts and Values, (Orange)(TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Taxes buy many things that each person cannot buy for himself. City taxes pay for police and firemen. Taxes pay for playgrounds, public libraries, and building and caring for streets. Taxes help pay for garbage collection, sewers, parks, government, airports, and much more.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 256.
Public services are a return on taxes.

Grade 4, Web of the World, (TE), Macmillan, Page 138.
When people live together in groups, they have to buy some things as a group. They buy their fire protection and police protection and roads and schools and hundreds of other services from the states.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 241.
The American educational system was quite different from those of other countries. The greatest difference was that education in America was free to everyone. American towns and cities paid for the schooling of their youth. "Free" education is not really free, of course, for educational costs are paid by taxing the entire community.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 290.
For many years the flood states had asked for federal government help to prevent floods. Finally, during the 1930's, the government responded. New Deal programs spent huge sums of money on flood control. The biggest conservation project of all was developed along the Tennessee River.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 5, American Neighbors, Fideler, Page 2-10.
The government has built dams on several rivers in northwest Mexico so that water from the mountains can be used for irrigating the land. Irrigation makes it possible for farmers here to grow crops on land that would otherwise be to dry for farming.

Grade 5, American Neighbors, Fideler, Page 104.
The Caribbean countries do not have enough money to build all the roads, dams, and power plants they need.

Grade 5, American Neighbors, Fideler, Pages 4-56.
Although foreign companies operate most of the oil wells in Venezuela, they must pay the government more than three-fourths of the profits they make from producing oil. With this money the government has built schools and hospitals, as well as roads, and airports. Some of this money is also being used to help farmers learn new and better methods of farming.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 204.
The growing cities needed to spend a great deal of money to build more schools and hospitals and transportation systems.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 250.
Another New Deal program, called, "social security," helped older people who could no longer work. Even today, most workers pay a social security tax. Money is taken out of their paycheck and set aside. When they retire, they receive their tax money back in the form of monthly social security payments.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 266.
Over the past 20 years, many Puerto Ricans have come to the United States mainland to seek better living conditions and better jobs. Many spoke only Spanish, some had little education, and many were unskilled in a trade needed in a big city. Slowly, with help from the federal government, many of these problems are being solved, and newcomers are beginning to feel more a part of their new home.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 267.
By the 1970's many American cities were in trouble. Schools were overcrowded, black communities were discontent, and people were worried about crime. It seemed that the cities' facilities simply could not keep pace with their rapid population growth. Services were out of date, and many fine buildings had turned into slums due to neglect.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 5, Canada, Fideler, Pages 78 and 79.
The government of Canada is trying to help Indians and Eskimos have a better way of life. It is working hard to provide better health care for these people. The government is also helping Indians and Eskimos obtain jobs. Some of these people are being encouraged to earn a living by making beautiful carvings that can be sold.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 10.
Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 12.
Public Goods are goods provided by governments which help satisfy the collective wants of people. Usually the goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 44.
The goods and services provided by the city government are paid for primarily by taxes. These are things people elect to buy together rather than as individuals because everyone will benefit in some way.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 19.
The government also provides goods and services for the people that cannot be provided for, by private business. For example, national defense, highways or education.

Grade 5, In These United States, (TE), Heath, Page 128.
The federal government and various states' governments build large dams.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 227.
The government of the United States provides many services for you and the other people of the nation. It keeps an air force and navy to defend the nation in case of attack by an enemy.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 230.
The government of the United States spends large sums of money to meet the special needs of the people living in the nation.

Grade 5, Life On Paradise Island, Wilson and Warmke, Page 92.
Because he knew that people wanted better roads, Chief Solomon stated at a meeting of the tribal council, "I suggest that it is the responsibility of the whole tribe to build roads for everybody to use."

Grade 5, Midwest and Great Plains, Fideler, Page 209.
The United States government is now spending billions of dollars to help our states construct a nationwide system of super highways. The roads in this new system are called interstate highways.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 5, The Northeast, Fideler, Page 99.
In 1818, the United States government finished building a highway from Cumberland, Maryland to Wheeling, in what is now West Virginia.

Grade 5, The Northeast, Fideler, Page 146.
Every child in the United States has an opportunity to obtain an education in our public schools. All of the states provide free elementary and secondary schools, which are supported by state and local taxes and governed by local school boards.

Grade 5, One Nation: The United States, (TE), Ginn, Page 39.
Although there are good schools in our cities, the worst schools are usually located in the poorer sections. Educators and government leaders realize that the education of city children must be improved. They have thought of several plans to give these children a better education. One such plan is called Project Headstart.

Grade 5, One Nation: The United States, (TE), Ginn, Page 136.
For many years, government leaders have tried to solve the problem of traffic congestion in our metropolitan areas by building more roads. But the problem has become worse. Now they have decided to build better public transportation.

Grade 5, One Nation: The United States, (TE), Ginn, Page 151.
Until 1970, the United States Postal Services was called the Post Office Department. Each year, the American taxpayers had to pay a great deal of money to keep the Post Office operating.

Grade 5, One Nation: The United States, (TE), Ginn, Page 178.
Our National Government is interested in helping people have fun in their leisure time. One important way it does this is to run our national parks. At the present time, there are thirty-five national parks in the United States. They are for the use and enjoyment of all the American people.

Grade 5, One Nation: The United States, (TE), Ginn, Page 362.
There were few good roads in the United States when people started moving to the West. Eventually, the national government helped to build better roads to the West. Today, several of the highways of our Interstate Highway System follow the routes of these early roads.

Grade 5, One Nation: The United States, (TE), Ginn, Page 467.
The President and Congress decided to build hundreds of schools, post offices, highways, dams, power projects, hospitals, and bridges which the country needed. All of these are known as public works. Very few homes were built in the USA during the Depression. F.D.R. decided that the national government should build low-cost housing projects in the nation's cities. Today, there are many such low-cost housing projects in the U.S.A.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 5, One Nation: The United States, (TE), Ginn, Page 470.
President Roosevelt knew that there was more poverty in the South than in any other section of the U.S.A. F.D.R. wanted to improve the farmlands of the Tennessee Valley. Electricity from the dams to be built on the river could be used to light the homes of farmers and city people in the region. It could also be used as power in new factories which would provide jobs for workers.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 190.
The government tried to improve the economy by setting up public works projects to build roads, dams, and national parks.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 183.
The government provides many services because they are too expensive for individuals to do alone, and government can use some of the tax money it gets from everyone.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 306.
There are many needs we cannot meet alone. There are sidewalks to be repaired, parks to be kept beautiful and safe, research to be done to cure diseases, cities to be renewed and much more. Governments often assume the responsibility for these needs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 302.
Through taxes, the government provides social security benefits and medicare to the elderly. The government has provided new, low-rent housing to replace slum areas.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T112.
Improved transportation routes aid settlement and trade. Governments can aid in improving transportation routes.

Grade 5, The South, Fideler, Page 134.
Many children who live in depressed areas of our country do not receive an adequate education. Because there is less wealth in such areas, less tax money is collected for the support of schools. As a result, schools in these areas are usually not as good as those in other parts of our country.

Grade 5, The South, Fideler, Page 148.
Tax money must be provided for services in areas where there are serious social problems. For instance, additional police protection is required when lives and property are threatened by crime and violence that often accompany these problems. Since many more fires break out when people live under crowded conditions,the cost of fire protection in slums is very high.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 5, Teachers Guide to Economics: Grade 5, Oregon (DEEP), Page 9.
The English taxpayers paid for the costs of colonial government and colonial defense.

Grade 5, This Favored Land, (TE), Macmillan, Page T91.
In most communities, a well equipped, paid fire department is on call at all times.

Grade 5, This Is Man, Silver, Burdett, Page 194.
Money which people pay to the Revenue Department of the government, pays for public libraries, low-cost housing, highways, parks and recreation areas, etc.

Grade 5, The West, Fideler, Page 113.
When the number of people in a community grows very rapidly, it is often difficult to provide all these facilities and services as fast as they are needed. It is also very costly. Most of these facilities and services are provided by government. The people of the West are working hard to provide a good education for all of the young people here. This is especially difficult in rapidly growing metropolitan areas.

Grade 6, Cultures in Transition, (TE), Follett, Page T94.
Roman expenses included: maintenance of the army; food for the people; and the general cost of government administration. The government's source of income was taxes.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 10.
Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 12.
Goods provided by governments help satisfy the collective wants of people. Usually the goods are such that people as individuals are unable or unwilling to provide for them efficiently.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 44.
The goods and services provided by the city government are paid for primarily by taxes. These are things people elect to buy rather than as individuals because everyone will benefit in some way.

Grade 6, Eleven Nations, (TE),Ginn, Page 51.
The builders of Runcorn in England want to prevent traffic jams and long weary hours of commuting for people. Excellent public transportation will be provided so that people will not have to drive their own cars to work; nor will one have to slosh through rain or snow to reach the bus stops. Covered walks will protect them.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 6, Eleven Nations, (TE), Ginn, Page 368.
In 1867, the government of Japan went into business in a special way. It didn't build government farms, but it did build irrigation works which individual farmers could use. It didn't build steel factories, but it did build ports. It made what are called capital investments in dams, ports, railroads, schools, telegraph lines, post offices, and many other things--of which were essential for industrial growth.

Grade 6, Eleven Nations, (TE), Ginn, Page 503.
Right now the government of Brazil is encouraging people to move into the Amazon Region. It is giving tax incentives to people who invest in industries in that region. It is building airports, highways, and dams.

Grade 6, In A Race With Time, (TE), Macmillan, Page 182.
The Colombian government is providing services for people who cannot pay for them otherwise. Schools, hospitals, housing developments, and roads are now being built throughout Colombia. Government funds also support the old-age pension system, accident insurance, and other benefits.

Grade 6, India, Fideler, Page 122.
In 1951, the government of India began a program to try to make education available to everyone. At that time, there were very few schools in India and there was a great shortage of qualified teachers. The government of India has built thousands of new schools and provided for the training of many teachers.

Grade 6, The Interaction of Culture, (TE), Allyn and Bacon, Page 22.
Public works are projects undertaken by a government, for public use.

Grade 6, In The Eastern Hemisphere, (TE), Heath, Page 37.
The government of Iran is trying to educate the people and raise the standard of living of the poor.

Grade 6, Investigating Man's World, Inter-American Studies, Scott, Foresman, Page 68.
Because there are only 20 million people in Canada, occupying an area larger than the United States, the government has found it necessary to provide special services which are very expensive to provide and which might not be profitable for private business.

Grade 6, Japan, Fideler, Page 44.
The Tokugawas dictatorship in Japan lasted a long time because the landowners were required to have large homes in Edo, the Tokugawa capital, as well as on their own lands. When they were not at the capital, they had to leave their families there as hostages. In addition, they had to spend large sums of money building temples, roads, and other public works. As a result the landowners could not save enough money to use for a revolt against the Tokugawas.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC.)

Grade 6, Japan, Fideler, Page 94.
The Japanese are among the best-educated people in the world. Most of the young people go to high school, and many continue their education in colleges and universities.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 2-20.
The family system in China took care of most "health, education, and welfare" problems within the family. The orphaned, the unemployed, the old, the disabled, were given "social security" by the family group. In addition, the family supervised its own members and made them responsible to it in such a way as to reduce the need for police, courts, and penal institutions. Yet with all this, China still had a bureaucracy of public officials. There were taxes to be collected and "public works" to be built and maintained.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 100.
During the Pax Tomana, pirates were swept from roads and seas. Tax rates were made more equitable. Bridges and equeducts were constructed with money from the public treasury.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 102.
When the Roman empire began to crumble, roads and rivers became unsafe to travel, and great landowners left the cities for their more secure estates.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 199.
In many better developed countries, the profits from industrialization are taxed. Taxes pay for facilities for transportation, for enclosing sewers and garbage dumps, for building electrical lines and telegraph lines.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 292.
Under British rule, roads, railroads, and bridges were built to link the various parts of the protectorate of Nigeria together.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 329.
Brazil today produces more coffee than it can sell. To keep the farmers from being thrown out of work and to prevent too much coffee from flooding the marketplaces and lowering prices, Brazil's government buys the excess coffee and stores or destroys it. However, this system creates problems, for the money Brazil spends to help the coffee growers is needed to build other things--such as schools, roads, and factories.

Grade 6, Man and Society, Silver, Burdett, Page 241.
Urban renewal requires strong government leaders, popular support and large sums of money.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC)

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 74.
In Nigeria, the cities do not provide free public schools.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 92.
In 1972, the government of Isreal spent most of its revenues on defense.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 142.
In the nineteen hundreds, many children had to work in factories instead of going to school. School was not free, and there were no laws saying that children must be sent to school. So most children only went to school until they were nine or ten years old.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 146.
One of the greatest changes of the late 1800's and early 1900's was the growth of public schools. The public schools were free, paid for by the dollars of the United States taxpayers.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 158.
New Orleans, Louisiana is one of the cities in the Model Cities Program. In this program, the national government gives money to cities for rebuilding and improving neighborhoods.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 284.
Many products and services are provided by national, state, and local governments. The products and services provided are those which people working alone could not easily provide for themselves. Businesses, also, are seldom willing to provide these services because little or no profit can be made from them.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 286.
In order to pay for all the services it gives, the United States government collects taxes. The government uses some of this tax money to help all citizens share in the society's wealth. For instance, tax money is given to people who cannot work because of illness or old age or because there are no jobs available for them. In this way, large differences among incomes are somewhat lessened through taxation.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 296.
In Russia there is free education for all Russians. Today, too, the government is able to give all the people free medical care.

GOVERNMENT AND THE ECONOMY: PUBLIC GOODS (EDUCATION, POLICE, FIRE PROTECTION, ETC)

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 318.
Before a school is built, taxpayers usually vote on whether or not the government should spend the money for the school.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 371.
The national government provides services in the area of transportation, communication, health, education, welfare, national defense, and coordinates state and local activities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 28.
Brazil has many expenses to face throughout the years. Much of the tax money that was collected had to be spent on solving the problems of the cities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Pages 194 and T71.
Governments of every civilization provide services for the people. Governments usually provide such services as protection, justice, laws, system of money, and so on by using their power and money from taxes.

Grade 6, Southeast Asia, Fideler, Page 5.
The nations of Southeast Asia have many of the same problems. They do not have enough roads, railroads, schools, hospitals, or industries.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 62.
In the United States, public land is owned by a local, state, or national government. A city park, for example is used by everyone. The city owns and takes care of this land for its residents. In Canada, the pattern is much the same.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 106.
Cities try to give fire and police protection to people and businesses. They keep streets in repair and brightly lighted. More and more these days, they are trying to see that everyone has decent housing and enough to eat.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 4, Communities Around the World, Sadlier, Page 64.
Money is given to the government in the form of taxes to pay for the services the government performs for the community.

Grade 4, Communities Around the World, Sadlier, Page 192.
The government can only provide services when it receives money in the form of taxes and through the sale of the goods and services it produces.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 10.
Citizens may choose to give up some personal expenditures in order to obtain certain public goods or services. The money the people use to pay for the goods and services is called taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 45.
Government goods and services are provided primarily through taxation, but individual citizens do not all pay the same amount of taxes. There are many kinds of taxes; some examples are income taxes, property taxes and sales taxes.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 42.
Governmental economic action is usually limited to providing those services utilized by all or most of the members of society. This aspect of governmental services indicates that all should pay. Today's income tax system is based on the philosophy that each should pay according to his ability.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
Part of the income is paid into government in the form of taxes, to be used for collective wants and needs.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 3.
Taxes used for a new public parking lot cannot be used for a new playground. A change in taxes usually cause controversies. Many people are affected, the children, the teachers and new buildings, facilities and the equipment.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 10.
Some goods and services are at least partially financed by the federal government. Families pay taxes to the federal government.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 84.
Taxes are necessary for the completion of federal works, however, many people complain that taxes are never collected in the right amount from the right people, or at the right time.

Grade 4, Great Americans, Fideler, Page 61.
People have to vote to spend money on public schools. The money is raised by taxing the people.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 97.
Taxes have been used to finance governments since ancient times.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 100.
The Maya had no money, so they paid their taxes with the products they produced and with their labor.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 268.
Taxing policies must be flexible to meet society's goals in unusual situations. For example, many factories are being required to stop polluting the environment. This is expensive. Sometimes the government will allow the companies to pay lower taxes during the years when they are initiating their anti-pollution program.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 99.
States collect taxes. People know that they must pay taxes to the state if the state is to build roads or to support public schools. Taxes are the main source of income for every state.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 28.
Public income (taxes) is used by the state to pay for public expenditures.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 92.
Taxes are money paid by people to support their government.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 110.
The government may change its taxing policies for some industries which are particularly beneficial to society or for some industries which are particularly harmful to society.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 175.
Alaska has what is called a very narrow tax base. This means the state does not have many sources of tax money to pay the costs of government.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 170.
People all over the country, in cities and on farms, pay taxes to the government. The government uses those taxes to pay people like soil conservationists.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 182.
Property taxes are the most common tax on the local level. Taxes are levied on the basis of the value of the property.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Like families, cities have incomes. Their income comes mostly from taxes that people pay. Most cities have taxes on the land used for homes and businesses. They may also tax the use of water and electricity. Taxes buy many things that each person cannot buy for himself.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 256.
Public services are a return on taxes.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 259.
The colonists had to pay taxes to England. The tax money paid for British troops. It also paid some other costs of the French and Indian War.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 4, Teachers Guide to Economics: Grade 4, Oregon (DEEP), Page 25.
Property tax is collected by the state and country governments, paid by all, and is used for roads, schools, policemen, and firemen, etc. Gasoline tax is collected by State and Federal governments, paid by motorists and trucking companies and used for highway construction and maintenance, and other purposes.

Grade 4, Web of the World, (TE), Macmillan, Page 138.
Each worker must give up some of his wages to the national, state, and local governments. In other words, he must pay taxes.

Grade 4, Web of the World, (TE), Macmillan, Page 196.
When people pay taxes, they lose some of their own buying power. They allow their governments to buy goods and services for all of them as a group.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 100.
The American colonists felt they had already paid enough money to their colonial governments when the British Parliament imposed more taxes on them. The salaries of public officials, roads, public buildings and armies--these were just some of the things the colonists had to pay taxes for. These taxes were called internal taxes. Many colonists thought these taxes were too high, and now the kings wanted even more money for external taxes.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 149.
The farmers in western Pennsylvania were very independent people. In 1791, it seemed that they were a long way from the cities and from city problems. When Alexander Hamilton suggested raising money for the government by imposing a tax on whiskey, these farmers became very bitter.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 288.
Many Americans complained about the high costs of the New Deal programs. Some programs had to be changed or ended altogether. Since most federal government money must come from the taxpayers, new taxes were imposed.

Grade 5, American Neighbors, Fideler, Page 3-62.
Taxes on coffee exports helped to provide money to run the government of Costa Rica.

Grade 5, American Neighbors, Fideler, Page 3-67.
United States companies brought many benefits to the people of the Caribbean lands. Taxes paid by the United States companies provided the national governments with much needed income.

Grade 5, American Neighbors, Fideler, Page 127.
There are many reasons why foreign trade is important to the Caribbean lands. By taxing exports and imports, the governments of many Caribbean countries raise part of the money they need for roads, schools, and other projects.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, American Neighbors, Fideler, Page 4-56.
Venezuela's vast deposits of oil have brought great wealth to the country. Although foreign companies operate most of the oil wells, they must pay the government of Venezuela more than three-fourths of the profits they make from producing oil in taxes.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 156.
One law said that everyone who wanted to vote had to pay a special tax.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 250.
One New Deal program called Social Security helped older people who could no longer work. Even today, most workers pay a social security tax. Money is taken out of their paycheck and set aside. When they retire, they receive their tax money back in the form of monthly Social Security payments.

Grade 5, Caribbean Lands, Fideler, Page 67.
United States companies brought many benefits to the people of the Caribbean lands. Taxes paid by the United States companies provided the national government with much needed income.

Grade 5, Caribbean Lands, Fideler, Page 124.
The governments of many Caribbean countries are trying to encourage the growth of manufacturing. Some governments offer lower taxes and other benefits to companies opening new factories.

Grade 5, Caribbean Lands, Fideler, Page 127.
Trade is important to the Caribbean Lands. For one reason, taxing exports and imports, helps many Caribbean countries raise part of the money they need for roads, schools, and other projects.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 10.
Tax money may be used for many things that the society as a whole wants, such as: a summer recreation program or improvement to the sidewalks.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 45.
Capital goods purchased with tax money are publicly owned for use by all citizens. Government goods and services are provided primarily through taxation, but individual citizens do not all pay the same amount of taxes.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 167.
Government uses tax money received to hire productive resources from the public. The public pays taxes to federal, state and local governments and in return receives public services from such sources as the post office, highways and the schools.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 20.
Goods and services provided by the government must be paid for by the people through taxes. Taxes are levied in different ways such as income tax, property tax, sales tax and business taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 23.
The colonists objected to the British Government's methods of taxation.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 231.
The government gets the income to pay for expenditures in two ways: (1) it collects taxes, (2) it borrows money.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 92.
Government services are provided for the people through taxes (money paid by people to support their government.)

Grade 5, Man the Toolmaker, (TE), Follett, Page T203.
The ancient Egyptain governors collected surplus grain from farmers in their districts. This was a kind of tax that farmers paid after the harvest. The surplus was saved in government storeshouses. In low flood years the farmers could not raise enough to feed all the people. Then the storeshouses were opened, and the surplus from better years was eaten.

Grade 5, Man the Toolmaker, (TE), Follett, Page T241.
The costs of the farflung armies and the countless officials in the Roman government were immense. Taxes had to be collected to pay these costs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T245.
The Roman emperors tried to keep people on the farms in order to keep collecting taxes from landowners. Such methods failed in the long run because the heavy taxes drained the farmers' resources and reduced their productivity.

Grade 5, Man the Toolmaker, (TE), Follett, Page T288.
The great majority of the common people in India worked as farmers. They had to pay rent on land and taxes to the government. And they had to pay with money, not with grain or craft products. In order to earn money, the farmers grew crops that they knew they could sell to British businessmen in the towns and cities.

Grade 5, Man the Toolmaker, (TE), Follett, Page T357.
A global income tax could be urged on leaders of industrial nations on several grounds. It would be a humanitarian plan, fulfilling the rich nations' responsibility of sharing the wealth with poor nations. It would provide a bigger, more reliable source of money for development.

Grade 5, Midwest, and Great Plains, Fideler, Page 108.
Since people earn good incomes, they can pay the taxes needed to support schools and colleges. All students now have the opportunity to go to high school, and most students who have the ability and desire to go on to college can do so.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, The Northeast, Fideler, Page 76.
The colonists became very angry when the British Parliament passed a number of new tax laws. The colonists strongly objected to the new tax laws. In the past, the legislature in each colony had decided what taxes people would have to pay. Since they were not represented in the British Parliament, they felt that Parliament had no right to tax them.

Grade 5, The Northeast, Fideler, Page 82.
When the United States was first established, Congress could ask the states for money, but it could not tax the people directly. The state governments seldom provided all the money they were asked to pay. Therefore, the national government could not provide many of the services the nation needed.

Grade 5, One Nation: The United States, (TE), Ginn, Page 63.
The people without jobs are forced to take government welfare payments to support their families, although they would probably prefer to work. Money to pay the unemployed comes from taxes. Taxes come from all the people. So all of us have less to spend for our needs when we pay taxes.

Grade 5, One Nation: The United States, (TE), Ginn, Page 333.
In October of 1765, representatives of nine colonies met in New York city to discuss action against the Stamp Act. They prepared a lengthy protest to Parliament. In it they argued that no one should pay taxes unless he could vote for the people who levied the taxes.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 24.
The English believed that the colonists should be taxes to pay for the cost of protection which the colonies received from England. By taxing imports and exports the English also hoped to control the goods the colonies bought and sold.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 90.
Governments get most of the money it needs to operate through taxation.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 232.
The income tax is the major source of revenue for the federal government. Roads, education, police, and fire protection, are services provided by taxation.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 127.
Through taxes we share the cost of services that are too expensive for individuals to pay alone.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 183.
The government assumes the responsibility for projects that are too expensive for individuals to do alone. It uses some of the tax money it gets from everyone.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 225.
In the United States, each company pays taxes on its profits to the local, state, and national governments.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
The states needed strong national government that had the power to tax all citizens to pay for the big expensive jobs and to make the same laws for everyone.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 307.
There are many needs we cannot meet alone. Often the government provides for these needs and collects taxes to pay for them.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 119.
Getting money to run a government presents many problems. One of the biggest problems of King James was how to get money to run the government. According to English law, only Parliament could raise taxes. When King James I ordered Parliament to raise taxes, it refused.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 164.
Schools were built in the communities of the middle colonies. Some of these schools were supported by taxes, but many were private schools run by individuals.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 171.
Colonial schools were supported by tuition or taxes or both.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 189.
England wanted to transport and tax goods that the colonists traded with other countries.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 207.
As British subjects, the colonists believed they should not be taxed unless they could elect members to Parliament.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 244.
Congress raised money by establishing tariffs and excise taxes. A tariff is a tax placed on goods shipped in from other countries. Today, the federal government raises most of its money through the income tax.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 302. Through taxes, the government provides social security benefits and medical care to the elderly.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 331. The government often promotes and helps business by not taxing them.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 345. To encourage Cuba to increase its production of sugar, the United States declared in 1890 that all sugar coming from Cuba would be tax-free. Now the Cubans could make a larger profit from their crop. The result was increased production of sugar in Cuba.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T88. Taxation is a means used by governments to raise money to pay for the services a government provides for the people.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T94. Powers to levy taxes and to coin money are powers of governments.

Grade 5, The South, Fideler, Page 70. The American colonists resented living under laws they had not helped to make. Although the taxes imposed by parliament were not especially heavy, the colonists did not believe they should have to pay them.

Grade 5, The South, Fideler, Page 134. Many children who live in depressed areas of our country do not receive an adequate education. Because there is less wealth in such areas, less tax money is collected for the support of schools.

Grade 5, The South, Fideler, Page 148. Through taxes, all of our citizens share the costs of unsolved social problems. Families that live on government welfare payments are being supported by taxes. Tax money must be provided for services in areas where there are serious social problems.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon (DEEP), Page 9. The British passed tax laws to make the colonies pay for their own government and for the costs of defense against the French and the Indians.

Grade 5, The West, Fideler, Page 113. Most of the public facilities and services are poovided by government. The money to pay for them is usually collected in the form of taxes. Since the people in growing urban areas are constantly needing more facilities and services, it is not surprising that large amounts of tax money must be collected. The average person in California has to pay higher taxes than the average person in any other state in the West.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 5, The West, Fideler, Page 124.
Unsolved social problems are very costly to taxpayers. For example, families who do not have enough money to meet their needs must be supported with government welfare payments. Additional police protection is needed when lives and property are threatened by the violence that often accompanies serious social problems. Since higher taxes are needed to pay for these services, our citizens have less money for their own use.

Grade 5, The West, Fideler, Page 126.
The federal government has established programs called Medicare and Medicade to help elderly and poor people pay for expensive medical treatment. Most of the money for this program is obtained from a tax on workers and employers.

Grade 6, Africa, Fideler, Page 66.
Many Africans refused to become hired laborers for the Europeans. However, the Europeans needed low-paid workers in order to make the plantations and mines they established in Africa profitable. To force the Africans to accept jobs, the Europeans began to tax the Africans. This was a great hardship on many of the African people because they usually had no money. The only way they could get money to pay their taxes was by working for the Europeans in the mines and on the plantations.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 114.
When taxes are very high, they increase the price of the item taxed so much that people will stop buying the item. As the trade and production decreased the amount of money received in taxes decreased.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 31.
In France, the Estates-General, had to approve any tax on the land. Without the consent of the Estates-General, the king could not collect taxes.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 35.
Nobles and clergy in France had many privileges. They were exempt from taxation.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 36.
Taxation in France was unfair. The wealthiest landowning classes were exempt from taxes whereas the commoners bore the burden of the taille, (the land tax) and gabelle (salt tax), and numerous other taxes.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 47.
Taxes in France fell on those least able to bear it, the peasants, whereas wealthy clergy and nobles were exempt from taxes.

Grade 6, Cultures in Transition, (TE), Follett, Page 140.
The conquered provinces had to pay tribute, a kind of tax, to Rome.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, Cultures in Transition, (TE), Follett, Page T54.
Greece taxes imports. As a merchant ship swings into the harbor, men in a small boat meet it and go on board. They are customs officials who check the cargo and collect a tax on its value.

Grade 6, Cultures in Transition, (TE), Follett, Page T68.
At the end of the Middle Ages, rulers kept order at fairs, helped organize them, and protected merchants as they traveled to and from the fairs. These leaders benefited from the taxes and fees collected from the merchants and from the general increase in business.

Grade 6, Cultures in Transition, (TE), Follett, Page T75.
The roles of rulers and lords in early Greece and medieval Europe were similar. The rulers controlled trade through taxation and also tried to protect it.

Grade 6, Cultures in Transition, (TE), Follett, Page T94.
Roman expenses included: maintenance of the army; food for the people; and the general cost of government administration. The government's source of income was taxes.

Grade 6, Cultures in Transition, (TE), Follett, Page T128.
During the 1500's, great amounts of the lords' money went into the Church treasury. This tax money enriched the local church. It enabled popes to live in luxury. And all of this cost the nations of Europe money. But Kings and the rich did not bear this burden alone. The common people also paid taxes.

Grade 6, Cultures in Transition, (TE), Follett, Page T146.
Under the reign of Henry IV, the system of taxes was reorganized.

Grade 6, Cultures in Transition, (TE), Follett, Page T147.
Many students will recognize that taxes, whether they are raised or lowered, affect people critically because they reduce or increase the amount of money individuals have for their own use.

Grade 6, Cultures in Transition, (TE), Follett, Page T149.
The Magna Carta limited the king's power to tax and to punish his enemies. A council took the powers to tax and pass laws. The French king could levy many taxes himself.

Grade 6, Cultures in Transition, (TE), Follett, Page T210.
Now safe working conditions, minimum wages, even minimum vacations and sick leave are required by law in almost all the industrial countries of Europe. The cost is great, and taxes are usually high. As a result, the average European worker has less money to spend than an American worker would. But he has more security.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, Cultures in Transition, (TE), Follett, Page T265.
The market towns of the middle ages served government officials and landowners as centers of administration and tax collection.

Grade 6, Economic Educational Experiences of Enterprising Teachers, Kazanjian Foundations Awards, Volume 12, Page 35.
Taxes are an inevitable part of economic living, and many people resent having to pay them. Justice Oliver Wendell Holmes said, however, "I like to pay taxes. They buy civilization."

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 45.
Government goods and services are provided primarily through taxation, but individual citizens do not all pay the same amount of taxes. Capital goods purchased with tax money are publicly owned for use by all citizens. The government protects ownership and use of private property.

Grade 6, Eleven Nations, (TE), Ginn, Page 9.
King William of Orange, set out to build a nation. He ordered a complete census be taken ov every person in the country who could pay taxes. This meant that the new ruler could collect tax money fairly from people all over the land.

Grade 6, Eleven Nations, (TE), Ginn, Page 456.
The Guatemalan government hesitates to introduce and collect taxes. Every time a government official tries to do this, he is criticized and at least one leader has lost his job.

Grade 6, Eleven Nations, (TE), Ginn, Page 503.
The government of Brazil is encouraging people to move into the Amazon Region. It is giving tax incentives to people who invest in industries in that region.

Grade 6, France, Fideler, Page 31.
When Louis XVI, came to the throne in 1774, the French nation was almost bankrupt. The king needed money to run the government and to pay his expenses. However, he had difficulty getting more money from the already overtaxed common people. The nobels, who were able to pay, were not taxed.

Grade 6, In A Race With Time, (TE), Macmillan, Page 99.
For many years, the Central American nations were referred to as "banana republics." The term was used because bananas were the chief export of most of the countries. The companies that owned the banana plantations employed a large part of the working population. They paid a large part of the taxes that the various governments received.

Grade 6, In A Race With Time, (TE), Macmillan, Page 108.
The Chief barrier to trade is the tariff, or tax on imports. Each Central American nation set up such tariffs early in its history. Tariffs are sometimes said to be like walls around a country. The ports are compared to gates where a toll is paid. A "tariff wall" is supposed to protect manufacturers and farmers within a country. It does this by keeping out foreign goods that might sell for less than things produced at home.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, In A Race With Time, (TE), Macmillan, Page 180.
Taxation can be used to change the use of land. The Colombian government is now changing the system of landholding in several ways. By raising the taxes on uncultivated land, the government may force owners to plant crops that produce food for the Colombian people. Products for export likewise may be grown in order to pay the higher tax imposed by the government.

Grade 6, In A Race With Time, (TE), Macmillan, Page 271.
The government of Argentina is trying to change the pattern of land use by using taxes. The new government forced ranch owners to plow under grass and sow wheat or corn. The government encourages Argentine industry by placing a high tax on farm machinery brought into the country. The tax may be more than the original cost of the machine.

Grade 6, In A Race With Time, (TE), Macmillan, Page 361.
Sometimes, governments, in trying to promote manufacturing, have hindered agriculture. Argentina's high tax on imported farm machinery was intended to help the Argentine manufacturers of such machinery. But it made the purchse of a needed tractor difficult for the Argentine farmer.

Grade 6, In A Race With Time, (TE), Macmillan, Page 379.
Honest government would help to bring about a change in the condition of the lower class. Money collected in the form of taxes would provide needed services instead of "lining the pockets" of dishonest officials. If taxes were placed as heavily on the rich as on the poor, the gap between the classes would be narrowed.

Grade 6, In A Race With Time, (TE), Macmillan, Page 422.
Most Latin American governments have not been able to collect income taxes from the rich.

Grade 6, In the Eastern Hemisphere, Heath, Page 58.
Except in England, eighteenth century Europeans had little say in their government. The King could tax the people and spend the money any way he pleased.

Grade 6, In the Eastern Hemisphere, Heath, Page 98.
The government of Russia taxes the people heavily.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-5.
The dissatisfaction of the people of ancient Greece with the laws of Draco, led to the choice of Solon. Among Solon's reforms was a form of tax based on the same idea as our graduated income tax today. The citizens were divided into four classes accoring to wealth, and the first three groups paid taxes according to how wealthy they were, while the fourth class, had no money and paid no taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-13.
Athens was a favorable trading port. The government placed taxes or tariffs on all goods passing through its harbor.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 28.
Although the non-citizen could not own land to take part in the government as a citizen did, he still had to pay the government heavy taxes. If he was wealthy, the non-citizen would also be required by the government to make contributions toward the upkeep of Athens' ships, or the army, or the Greek theater.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 29.
The government of Athens collected taxes on all goods passing through its harbor. The tax money was used to buy grain and timber from other countries for the residents of the city-state.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 2-20.
The family system in China took care of most "health, education, and welfare" within the family. The orphaned, the unemployed, the old, the disabled were given "social security" by the family group. In addition the family supervised its own members and made them responsible to it in such a way as to reduce the need for police, courts, and penal institutions. Yet with all this China still had a bureaucracy of public officials. There were taxes to be collected and public works to be built and maintained.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 102.
During the downfall of the Roman Empire, the government became corrupt. Taxes rested heavily upon those who could least afford them.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 133.
In Medieval Europe, the towns charged heavy taxes on the goods of merchants who did not live in the town to make sure that most of the business would go to their own merchants.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 199.
In better developed countries, the profits from industrialization are taxed. Taxes pay for facilities for transportation, for enclosing sewers and garbage dumps, for building electrical lines and telegraph lines.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 205.
Taxes, account for 35 to 50 percent of the price of all cars in India.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 292.
The British finally resorted to a tax on trade to make their presence felt in the land of the Ibos.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 318.
The Portuguese government taxed the people heavily and they spent the money not on roads in Brazil but on palaces in Portugal.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 326.
In a poor land few roads are built because not many people can afford to buy automobiles. Also road building requires high taxes, and poor people cannot be heavily taxed.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 331.
When people do not earn a lot of money, the government cannot tax them. Without taxes, it is difficult for the government to build the roads that are needed to transport goods. If there are few taxes, the government cannot build schools or colleges or pay teachers.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 46.
The tax structure that existed in France during the 1700's created conflicts. It taxed the poor while leaving the rich untaxed.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 172.
One of the problems still to be solved to permit future growth of the common market is a uniform tax system.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 128.
During the feudal period in Europe, a vassal had to fight for his lord, and pay his taxes on the land. But a vassal had the right to use the land as he wished. He had another right too, -- the right to be treated fairly by his lord.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 159.
The money used for the Model Cities Program comes from taxpayers all over the United States, in rural areas, small towns, and cities.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 228.
One of the major ways people in the United States govern themselves is by voting to pay taxes.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 286.
In order to pay for all the services it gives, the United States government collects taxes. The government uses some of this tax money to help all citizens share in the society's wealth. For instance, tax money is given to people who cannot work because of illness or old age or because there are no jobs available. In this way, large differences among incomes are somewhat lessened through taxation.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 358.
According to ancient Chinese philosophy, when a ruler became lacking in goodness, the people believed that the empire would fall into disorder. Much of this disorder actually happened, frequently because of dishonesty in government. At times officials robbed large sums of money from the government. Emperors often taxed the people heavily to pay for wars or to add to their own wealth.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 420.
In 1958, six nations set up the European Common Market. They agreed on a plan that would slowly lower taxes on goods sent from one member nation to another. Within ten years, they had completely ended all such taxes among the six nations. But they taxed goods coming in from nations outside the Six.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 28.
Much of the tax money that was collected in Brazil had to be spent on solving the problems of the cities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 33.
The Brazilian government offered a tax-free town to attract workers.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 113.
In the ancient Sumerian Economy, the people--members of the lower class and the slaves--worked the land. They had to pay rent or taxes on what they produced to the landowners, the priests, or the priest-king.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 114.
In ancient Egtypt, the taxes were based on what was produced on the land and on the amount of livestock.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 142.
In the ancient civilization in India, members of the panchayat enforced laws, collected taxes, and made decisions on caste violations.

GOVERNMENT AND THE ECONOMY: TAXATION

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 202. The Aztec government supported itself through taxation. Taxes could be paid in food, clothing, animal skins, pottery, or many other items. As the Aztecs took over new areas, they demanded that taxes be paid. The Aztecs kept very careful records of the taxes they received from their provinces. The taxes sent by the provinces provided the Aztecs with large amounts of food and materials.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 212. During the feudal period in Japan the taxes on the land were heavy and were paid to the government. The noble landowners in Japan did not like having to pay taxes on the land they owned. By bribing government officials and through other ways, many nobles were able to stop paying taxes on their land. This meant that the peasants who owned small farms had to pay even heavier taxes.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 258. Taxes on goods usually mean that consumers must pay higher prices. The Ottoman Turks, placed a high tax on the goods going through their lands. This added to the cost of goods from the East when they were sold in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 317. The government of England provides free medical attention to all the British. This service is paid for through taxation.

Grade 6, The Ways of Man, (TE), Macmillan, Page 76. Until recently, each nation of Western Europe thought mostly about its own welfare. To build up its own industries, for example, it placed tariffs on goods bought from other countries.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 4, Adventure: Economics, Ohio, Page 36. Economic growth may be measured in terms of the increase in total production and/or increase in per capita production of goods and services.

Grade 4, Adventure: Economics, Ohio, Page 40. GNP is the monetary value of the total output of goods and services produced within an economy in a given period of time.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 28. New or expanding business and industry in a community will provide for new jobs, expand the overall level of business activity and generally raise the standard of living of local citizens.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 49. A society must produce goods and services at a faster rate than its population increases if it is to improve the standard of living of its people.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 4, Four Lands: Four People, Heath, Page 64.
The family in Egypt is an economic unit producing most of the things it needs. It has a low standard of living or little money income.

Grade 4, Four Lands: Four People, Heath, Page 70.
Egyptians today are trying to apply modern technology to the problems associated with raising their standard of living.

Grade 4, Four Lands: Four People, Heath, Page 74.
A higher standard of living in Egypt is expected to result from a number of related changes. The people must acquire new skills for a larger number of factory jobs. More factories will produce greater wealth.

Grade 4, Four Lands: Four People, Heath, Page 78.
The Aswan dam will increase economic opportunity by increasing the amount of land under cultivation and providing power for factories. New jobs will be created on the land and in factories. The resulting larger income will increase the sale of factory-made goods. All this will increase the standard of living.

Grade 4, Four Lands: Four People, Heath, Page 118.
The government of India has set up plans covering periods of five years to raise the standard of living.

Grade 4, Four Lands: Four People, Heath, Page 126.
One goal of the Five-Year Plan is to create new kinds of work. The increased opportunity for people to earn money will raise the standard of living.

Grade 4, Great Americans, Fideler, Page 58.
When Franklin Roosevelt took office, millions of people had lost their jobs. Many of them were unable to pay for their homes, and had to move. Roosevelt believed that the federal government should use its power to help ordinary people acheive a better standard of living.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 122.
America's economic growth would not have been nearly so great had it not been for savings and investment on the part of many thousands of individuals.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 2-8.
A society's economic welfare is related to productivity; a society's income is its total output of goods and services in terms of money.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-5.
After World War II, Many people in Europe realized that one way to remove the reason for warfare was to share natural resources and economic prosperity.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 82.
Gross National Product, or GNP, means the dollar value of all the goods and services produced in one year.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 131.
When the production of goods and services decline, the GNP will decline.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 52.
Mining communities have a low standard of living. This occurs for two reasons: most mining communities are far away from manufacturing areas, with their higher wage scales and greater variety of goods and services; and miners usually earn less than manufacturing workers, since their work does not add much to the value of the resource whereas manufacturing greatly increases the value of the resource by turning it into a finished product.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 54.
Our nation's economy depends upon mining regions to supply mineral resources to our factories.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 93.
Employment rises and falls more in industries producing durable goods than in industries producing nondurable goods.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 128.
Despite progress in the South a large number of people still suffer from dire poverty.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 147.
The Four Corners Regions, though one of the oldest and richest in culture, has shown little economic development because of its physical remoteness and differences from the rest of the country, where a strong emphasis is placed on competition and material success.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 161.
Historical and technological changes and rapid population growth in California have affected the well-being of the region.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 166.
Frontier regions are usually isolated, underpopulated, and poor.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 176.
There are several positive and many negative aspects of rapid economic growth in Alaska.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 190.
Poverty and natural isolation make it more difficult for regions such as Appalachia to keep up with new technologies.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 192.
Appalachia is a region left behind because of its geographic conditions and limited utilization of its natural resources. Appalachia's problems have been aggrevated by the unwise use of natural resources, the exploitation of the labor force, and the attitudes of the resident population.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 198.
Much of the income generated by coal producers in Appalachia, leaves the region, instead of adding to its prosperity.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 205.
Although industry generally improves the standard of living in an area, much of Appalachia is unsuited for industrialization.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 90.
Most of the people of Southern Chile are very poor by our standards.

Grade 4, Web of the World, (TE), Macmillan, Page 124.
When the prices of rent, meat, clothes, and other things go up and keep going up, this is called inflation. Workers are often hurt by inflation. They can buy less with the money wages they receive. Inflation lowers real wages.

Grade 4, Web of the World, (TE), Macmillan, Page 136.
Some people say that the place to start helping an underdeveloped country is on their farms. By giving the farmers the knowledge and tools to make better use of their land, their productivity will increase without putting workers out of jobs.

Grade 4, Web of the World, (TE), Macmillan, Page 233.
Many families that do not have large incomes find it hard to get safe and pleasant housing in the city.

Grade 4, Web of the World, (TE), Macmillan, Page 276.
Using raw materials from other nations, Japan has become a great industrial nation.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Adventure: Economics, Ohio, Page 36.
Economic growth may be measured in terms of the increase in total production and/or increase in per capita production of goods and services.

Grade 5, Adventure: Economics, Ohio, Page 40.
GNP is the monetary value of the total output of goods and services produced within an economy in a given period of time.

Grade 5, Adventure: Economics, Ohio, Page 57.
Combining all areas of economic activity, GNP describes the major flow of goods and services within an economy.

Grade 5, Adventure: Economics, Ohio, Page 64.
Gross National Product, often referred to as GNP, is the money value of all finished goods and services produced within a country during a given period of time.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T49.
Material growth in the United States by 1876 was without parallel in history.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T51.
The poor economic conditions in many parts of the nation kept great numbers of children from receiving an education.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T52.
The economy of the nation was made stronger by the vision of many American businessmen who saw the potential of Far Eastern trade. Huge economic assistance programs were established to raise the standard of living and increase literacy in the Philippines and the Caribbean.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 287.
The good, prosperous days of the 1920's ended very quickly in 1929. This year marked the beginning of a big economic slowdown.

Grade 5, American Neighbors, Fideler, Page 1-4.
Both Canada, and the United States are democracies with a high standard of living.

Grade 5, American Neighbors, Fideler, Page 1-77.
In recent years, Canadians have used their resources to become a prosperous nation. Today, Canada's standard of living is one of the highest in the world.

Grade 5, American Neighbors, Fideler, Page 2-34.
Mexico is not an industrial nation. About half of the Mexican people use few or no manufactured goods. Many of these people live in small farm villages that are separated from the outside world by mountains and jungles. They have almost no contact with the people or customs of the modern cities.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, American Neighbors, Fideler, Page 3-109.
Some farmers in the Caribbean Lands have a higher standard of living today than they had ten years ago. However, many farm families still live in extreme poverty. Helping these people have a better way of life is one of the grestest challenges facing the governments of the Caribbean Lands.

Grade 5, American Neighbors, Fideler, Page 4-4.
South America's people have such a low standard of living because most of the countries on this continent are underdeveloped.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-1.
The full use of productive facilities directly influences economic welfare.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 6-10.
The way to increase the standard of living of all the people is to increase productivity.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 252.
The great depression that began in 1929 chilled the nation. Million of Americans were out of work-many for the first time in their lives.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 266.
Over the past 20 years many Puerto Ricans have come to the United States mainland to seek better living conditions and better jobs.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 7-4.
Size of the Gross National Product depends upon many conditions: richness of natural resources; number and motivation of working people; amount and nature of capital goods; existence of a large free-trade area; presence of economic and political institutions which encourage creative and productive effort on the part of people.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 276.
The Eskimos were not a rich people. They had to struggle hard to keep alive in the Artic, and not everyone survived.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 8-5.
During the dictatorship of Diaz, the economy of Mexico improved although wages were lower, and mestizos and Indians lost their land to large companies.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 8-6.
High per capita income is due to high productivity of labor.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 316.
The Spanish did not do much to educate the Indians or to give them a chance to prosper.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 328.
Mexico's most pressing problem is population explosion. Better health and sanitation have prevented disease, helped people to live longer, and sharply cut the infant death rate. As a result, the population has greatly increased. The more Mexico produces, the more people it has to feed, house, and clothe.

Grade 5, Canada, Fideler, Page 174.
In recent years, Canadians have used their resources to become a prosperous nation. Today, Canada's standard of living is one of the highest in the world.

Grade 5, Caribbean Lands, Fideler, Page 5.
While some people in the Caribbean Lands believed that dictators or communism would solve their problems, others wanted to bring about needed changes in an orderly, democratic way. These people generally looked to the United States for help in raising their standard of living.

Grade 5, Caribbean Lands, Fideler, Page 69.
Some Caribbean countries are making a great effort to raise their standard of living. They are taking steps to improve health and education.

Grade 5, Caribbean Lands, Fideler, Page 70.
The standard of living in the Caribbean Lands is generally higher today than it was ten years ago.

Grade 5, Caribbean Lands, Fideler, Page 124.
The countries of the Caribbean Lands are faced with an urgent need for more industry. Their people want a better way of life. However, they cannot raise their standard of living if they must depend on subsistence farming, or the raising of one or two export crops, such as bananas or sugar.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 28.
New or expanding business and industry in a community will provide for new jobs, expand the overall level of business activity and generally raise the standard of living of local citizens.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 49.
A society must produce goods and services at a faster rate than its population increases if it is to improve the standard of living of its people.

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 235.
Gross National Product is a term used by economists to describe the total value of all goods and services produced in the United States by all of its people within a year.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 43.
Economists study a nation's gross national product to see if the nation's economy is expanding or contracting.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 43.
Kuwait has a much higher production per capita than India. Kuwait's superiority in per capita income is based exclusively on the resource of oil.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 49.
The life style of most peasants differ essentially from the life style of urban dwellers in the Middle East. According to the United Nations Report on the World Social Situation, for example, the per capita income of the agricultural worker in the Middle East is less than half the per capita income of the Area.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 50.
Some of the Middle Eastern peasants' problems arise from the fact that many peasants do not own their own land. Land is owned in the form of large estates by landlords. However, even if the peasants did own the land, their living standard would not automatically improve.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 85.
Isreal developed quickly because most of the immigrating Jews were educated, technically trained people. They had lived in industrial nations, such as Britain, Germany, the United States, and the Soviet Union. Thus they brought with them knowledge of modern ideas, methods, and tools.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 97.
The per capita Gross National Product of a nation for one year is the sum total of the value of all the goods and services that the nation produced for one year divided by the country's population figure. With such a figure we are able to determine the relative wealth of a country.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 112.
The rate of economic growth is an important variable. Underdeveloped and developed countries tend to have low rates of growth, while developing societies tend to grow rapidly.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 82.
Gross National Product is the dollar value of all goods and services produced in a nation in one year. If people spend all their income on goods and services, the Gross National Product would be equal to the dollar value of what is consumed in one year.

Grade 5, Man the Toolmaker, (TE), Follett, Page T257.
Improved power sources can have a general effect on bettering living conditions among a large group. Better power sources tend to improve living standards by increasing the production of comforts and goods.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Man the Toolmaker, (TE), Follett, Page T312.
The housing--standards of living--differ significantly between the rich and poor in the United States.

Grade 5, Man the Toolmaker, (TE), Follett, Page T319.
Without the products of industry, few people in the United States today could count on having the food, clothing, and shelter they require. They certainly would not know the many luxury items that add interest and comfort to everyday life.

Grade 5, Man the Toolmaker, (TE), Follett, Page T378.
A larger population would strain the resources of nonindustrial countries already struggling to increase standards for those people now living. It would be harder and more expensive for such countries to educate their people. Increased manpower could make building new industries easier, but resources needed to maintain such a large population would detract from those available to industry.

Grade 5, Midwest and Great Plains, Fideler, Page 108.
The standard of living in the Midwest and Great Plains today is much higher than it was one hundred years ago.

Grade 5, Midwest and Great Plains, Fideler, Page 113.
Several times during the past century, huge numbers of people in our country have been out of work. We call periods such as these depressions. The most serious of these was the Great Depression which began in 1929 and lasted for several years.

Grade 5, Midwest and Great Plains, Fideler, Page 148.
On the reservation, the standard of living is much lower than it is in most other parts of our country. Many families live in one-room shacks or log cabins without running water. Often they lack warm clothing and nourishing food.

Grade 5, The Northeast, Fideler, Page 90.
Industrialization changes people's lives in several ways. For one thing, the standard of living is generally higher in nations that have experienced the Industrial Revolution.

Grade 5, The Northeast, Fideler, Page 124.
Not all Americans shared in the prosperity of the 1920's. Since the end of World War I, farmers had been receiving low prices for their crops. Many factory employees had been working for low wages.

Grade 5, The Northeast, Fideler, Page 129.
The period since World War II has been a time of great prosperity for most people in the Northeast. Today they enjoy one of the highest standards of living in the world.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, The Northeast, Fideler, Page 165.
Unresolved social problems represent a great waste of human resources. People who have never had a chance to develop their abilities are not able to produce the goods and services needed by themselves, their families, and other people in our country. The result is a lower standard of living for everyone.

Grade 5, The Northeast, Fideler, Page 232.
Without trade, all of us would have a much lower standard of living than we enjoy today.

Grade 5, One Nation: The United States, (TE), Ginn, Page 53.
Some Americans think that all black people are poor. That is not true. Although racial prejudice has prevented most blacks from becoming very rich, many are successful businessmen. Some are very wealthy.

Grade 5, One Nation: The United States, (TE), Ginn, Page 99.
When people work hard and get little more than the basic necessities--food, clothing, and shelter--they are living on a subsistence level. In the past, millions of people lived at the subsistence level in all parts of the world. Most people in the United States live above the subsistence level.

Grade 5, One Nation: The United States, (TE), Ginn, Page 119.
To families with low incomes, poverty means many things, most of them unpleasant. It means living in rundown houses or aprtment buildings. It means getting sick because you can't afford to buy enough of the right kinds of food. It means wearing the same clothes for many years.

Grade 5, One Nation: The United States, (TE), Ginn, Page 446.
In the early 1900's, not every American was rich. In fact, one out of every eight citizens of our country lived in great poverty. Between the very rich and the very poor, there were other Americans who lived in comfortable houses and had enough to eat.

Grade 5, One Nation: The United States, (TE), Ginn, Page 462.
After World War I, the United States became very prosperous. The boom continued for several years. Then, in 1929, something unexpected happened. Prosperity in the United States came to a sudden end. Within a few months, millions of Americans were out of work. Soon, there were about 14 million unemployed men and women--about one out of four workers in the American labor force.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 60.
The standard of living in democratic countries is generally higher than that of a totalitarian country.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 137.
The behavior of the businessmen in the 1920's helped to bring about the Great Depression. Businessmen believed that the prosperity would last forever. They invested their savings in new factories and machines. When consumers began to buy less, store owners cut back their orders. Wholesalers, in turn, stopped buying from factories. Soon many factories were suffering losses. Factories stopped expanding and produced fewer goods. People were fired and a number of factories closed.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 185.
The Great Depression represents a turning point in the economic thinking of Americans. Before this time, Americans felt that depressions corrected themselves. In the 1930's the business decline that led to massive unemployment appeared to be a depression that could not correct itself.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 186.
When nearly everyone has a job and when goods and services that are produced are purchased we have a healthy economy. Gross National Product is the total value of all final goods and services produced in the economic system during one year. The GNP can be tabulated by adding the amount of spending by the three economic sectors of the system: spending by consumers, investment spending by businesses and factories, and federal government spending.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 220.
Money is worth less in an inflationary period.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 234.
During the past two hundred years, the economic system has grown in size and changed in methods of production. The goals of the system also have changed as a result of new values and needs.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 236.
When the United States was founded it was not as wealthy and powerful as many other nations. Today it is the wealthiest nation in the world.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 237.
A rising GNP increases the choices of consumers, business, and government; it supplies goods and services for an increasing population; it provides jobs; it allows for an increasing standard of living, which allows citizens to be concerned with needs other than material.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 243.
Depressions are caused when people are worried about the economy and begin to save money rather than spending it on goods and services; businessmen suffer losses; businesses cut production and lay off workers; banks are unwilling to lend money; government cuts spending. When people try to buy more goods and services than are available, prices rise, banks raise interest rates, producers and consumers borrow more money, and government increases spending--inflation usually results.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 244.
The way people live today has been greatly affected by an increasing population, a shift from farm life to urban and suburban life, and an increase in educational opportunities.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 271.
One reason for slowing down population growth is to improve the standard of living in both rich and poor nations.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 134.
Poor economic conditions in England caused many people to want to move.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 192.
The economic life of the colonies kept on growing. The colonists produced many kinds of goods and servies. The colonists were narrowing the gap between the goods and services they wanted and the goods and services they could get.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 300.
Prosperity usually occurs when production meets demands and employment is high. A recession usually occurs when there is over production which causes layoffs and unemployment.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 301.
Inflation occurs when wages and prices are high.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T83.
The technological level of a society affects how well it is able to supply the goods and services that its people need and want. The economic development and growth of a society helps to narrow the gap between the demand for goods and services, and the supply of goods and services.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T124.
New nations are usually more concerned with their internal development than with foreign relations.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T130.
Countries with agricultural economies seldom exercise much power in world affairs. As a nation develops its economy, it must overcome many obstacles to its industrial growth.

Grade 5, The South, Fideler, Page 75.
The United States was an enormous and prosperous country by the middle of the nineteenth century.

Grade 5, The South, Fideler, Page 233.
The standard of living is higher in nations that have experienced the Industrial Revolution.

Grade 5, South America, Fideler, Page 47.
Lack of education is one of the main obstacles to raising the standard of living for the people of South America.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon, (DEEP), Page 13.
With new land and a growing population, we could have produced more, even if nothing else had changed. But things were changing. We were introducing new inventions and new ways of doing things; we were building up our supplies of machinery and factories and our living standards began to improve because we were producing more goods and services per person.

Grade 5, This Favored Land, (TE), Macmillan, Page 226.
When the production of goods and services starts going up faster than the population goes up, this is the point of "take-off" toward economic growth.

Grade 5, This Favored Land, (TE), Macmillan, Page 228.
When the amount of goods produced per person begins to rise, economic growth--steadily rising amount of goods per person--has begun. The standard of living can start to rise. Standard of living means that number of necessities (things people must have to live) and comforts that people have in their everyday lives. The standard of living started to rise in the United States in the 1840's and 1850's.

Grade 5, This Favored Land, (TE), Macmillan, Page 365.
An underdeveloped region is one in which full use is not being made of the resources and people of the region cannot raise their standard of living.

Grade 5, This Favored Land, (TE), Macmillan, Page 367.
During the 1930's the South, along with all other parts of the country, was hit by a great depression. Cotton growers who got 20¢ or more for each pound of cotton in the 1920's, had trouble selling it for 7¢ a pound by 1932. Much of the same thing happened to the prices for all other farm crops.

Grade 5, This Favored Land, (TE), Macmillan, Page T16.
The Division of Labor and Specialization led to greater productivity and a higher standard of living.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 5, This Favored Land, (TE), Macmillan, Page T57.
Regional specialization and interdependence tend to accompany economic and population growth.

Grade 5, This Favored Land, (TE), Macmillan, Pages T83, and T92.
Standard of living is related to productivity.

Grade 5, This Favored Land, (TE), Macmillan, Page 146.
Depression in one part of the economy causes depression in other parts, which in turn causes depression in more and more parts until the entire economy is depressed.

Grade 5, The West, Fideler, Page 118.
In the West, as in other parts of our country, there are many people who do not earn enough money to satisfy their physical needs. Government figures show that about one family out of eight in the West receives a yearly income that is too small to provide adequate food, clothing, and shelter.

Grade 5, The West, Fideler, Page 123.
Problems such as poverty, lack of education, and discrimination affect everyone in a community. They prevent many people from developing and using their abilities fully. These people are not able to produce the goods or perform the services needed by themselves, their families, and other people. As a result, everyone's standard of living is lower.

Grade 6, Adventure: Economics, Ohio, Page 36.
Economic growth may be measured in terms of the increase in total production and/or increase in per capita production of goods and services.

Grade 6, Adventure: Economics, Ohio, Page 40.
GNP is the monetary value of the total output of goods and services produced within an economy in a given period of time.

Grade 6, Adventure: Economics, Ohio, Page 57.
GNP described the major flow of goods and services within an economy.

Grade 6, Adventure: Economics, Ohio, Page 64.
Gross National Product, often referred to as GNP, is the money value of all finished goods and services produced within a country during a given period of time.

Grade 6, Africa, Fideler, Page 69.
The Africans who remained at home were affected by World War II, and the changes it brought. The European and American armies needed many goods that could be produced from African raw materials. Roads, railroads, and telephone service were improved in order to make sure that the badly needed raw materials could be sent abroad. Cities grew in size and helped to draw many different African people together, increasing their feelings of national unity. Workers in the mines and on the plantations found that their living conditions were greatly improved because of the increased production during wartime.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Africa, Fideler, Page 142.
In much of Africa during the years before any of the colonies had gained their independence, the African people were very poor. Their yearly per capita income was only $50 to $150. The situation is not much better today.

Grade 6, Africa, Fideler, Page 145.
Industrialization changes people's lives in several ways. For one thing, the standard of living is generally higher in nations that have experienced the Industrial Revolution.

Grade 6, Africa, Fideler, Page 146.
Farming is the main way of earning a living in Africa. As in the world's other developing areas, most African farmers are very poor. They have not had an opportunity to learn about modern farming methods, and they cannot afford to buy modern farm equipment.

Grade 6, British Isles, Fideler, Page 34.
In recent years, the United Kingdom has been troubled with many social and economic problems. Rising prices have made it more difficult for many people to meet their needs.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 37.
The principle factor in the wealth of a nation is probably economic efficiency, measured in terms of the number of man hours needed to produce a given amount of goods. The absurdity of measuring wealth by the amount of gold and silver can be shown by imagining a Nation that had all the gold and silver in the world, but no food, clothes, or buildings. The wealth of a nation is in the goods and services it produces. Gold and silver are largely valuable only because they can be exchanged for other goods.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 93.
In the long run, adoption of the power loom was a boom to the British economy; by cheapening production costs, the power loom decreased the price of cloth. Increased demand for the inexpensive cloth stimulated growth of the cloth industry and created new jobs.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 104.
It is absolutely necessary for a drastic increase in saving and capital during industrialization. Unless a large capital surplus has been built up, production of consumer goods suffer and the standard of living is liable to fall.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 105.
All over the world underdeveloped nations are experiencing the "revolution of increased expectation." Their peoples want a higher standard of living, that is, they want industrialization.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 109.
War generally forces a Nation to employ all its resources--labor, capital, raw materials, and management--to the fullest efficiency possible. This speeds up economic growth. However, it also distorts the economy. Many consumer goods cease to be produced, since military needs take priority.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 112.
Continued economic growth was only possible if capital investment increased in the underdeveloped countries. This is because increasing output per person is only possible if money is invested in machines. The former process is economic growth, the latter capital investment.

Grade 6, Cultures in Transition, (TE), Follett, Page T177.
According to the economist Adam Smith, greater profits and higher wages improve the quality of life.

Grade 6, Cultures in Transition, (TE), Follett, Page T196.
The new Europe that came out of World War I was in complete disorder. What little recovery Europe was able to make in the later 1920's was shattered by the world wide depression that began in 1929. Businesses failed. Banks closed. Millions were ruined. Unemployment reached new heights.

Grade 6, Cultures in Transition, (TE), Follett, Page T210.
The basic change that has taken place since the age of kings is the greater distribution of wealth among all levels of society. Today in Europe, it is not just the rich few who can feel secure and healthy and can enjoy life. The problems of poverty are still pressing, but for most people basic needs are met.

Grade 6, Cultures in Transition, (TE), Follett, Page T213.
China's missle capability frightens the world, yet the standard of living in China is lower than in industrial nations. The Chinese people own neither cars nor television sets. Their housing is simple and crowded.

Grade 6, Cultures in Transition, (TE), Follett, Page T230.
A country which raises enough to feed its population will not have to spend much on food imports. More money can be put into industry, which will add further to national wealth.

Grade 6, Cultures in Transition, (TE), Follett, Page T308.
Twiwan's standard of living is higher than China's but lower than that of the United States. Most of Taiwan's rural villages have brick houses and electricity. The United States standard of living enables many families to have television sets and cars, in addition to many other luxuries that all people of Taiwan probably do not have.

Grade 6, Cultures in Transition, (TE), Follett, Page T309.
Money from the United States and other sources played a large part in making Taiwan wealthy. Now Taiwan enjoys a high standard of living.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Cultures in Transition, (TE), Follett, Page T401.
After the occupation, Japan's economic growth amazed the world. Between the 1950's and the 1970's Japan rose to third place among the world's industrial nations. Only the United States and the Soviet Union now produce more goods than Japan.

Grade 6, Cultures in Transition, (TE), Follett, Page T411.
Japan's economy boomed during the 1950's and the 1960's. This growth raised the income of both farmers and city dwellers to a new high. The new wealth has meant that more Japanese people now enjoy more goods and services than ever before.

Grade 6, Cultures in Transition, (TE), Follett, Page T428.
The economies of industrial nations grew and these nations became powerful. Greater distribution of wealth and more widespread control of the industrial system made capitalism beneficial to many.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 28.
New or expanding business and industry in a community will provide for new jobs, expand the overall level of business activity, and generally raise the standard of living of local citizens.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 49.
A society must produce goods and services at a faster rate than its population increases if it is to improve the standard of living of its people.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 171.
The total dollar value of goods and services produced in a year is called the Gross National Product. It is a useful measuring device for comparing how well the economy did in one year with what it did in another year.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 252.
Diversification in exports is a necessity for a high standard of living and a meaningful part in world trade.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 262.
Adequate transportation and communication facilities are necessary for economic growth.

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 3.
All countries want economic growth, that is, increasing their per capita output of goods and services. The main factors affecting the economic growth of a country are the quality and quantity of the productive resources and technological progress. The level of living of a people means the amount and kind of goods and services they possess. In any country there will be many different levels of living.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Economic Education for Washington Schools, K-6, (DEEP), Page 7.
Economically underdeveloped countries usually provide only a low standard of living for their people. The people of these countries want economic growth but are hindered by, among other things, their lack of labor skills and capital resources.

Grade 6, Eleven Nations, (TE), Ginn, Page 31.
England was the first nation to change from an Agrarian to an industrial economy.

Grade 6, Eleven Nations, (TE), Ginn, Page 142.
After World War II, things changed in East Germany. The conquering Russians demanded that East Germany pay a large part of her earnings to the Soviet Union. Whole factories were taken apart. These were shipped on railroad cars to the Soviet Union. The new government in East Germany was helpless as the country was under the control of the Soviet Union. The economy lagged.

Grade 6, Eleven Nations, (TE), Ginn, Page 143.
It's not easy to measure the economy of a nation. Economists have spent years figuring out ways to do just that. One way is to add up the value of everything produced in a year. The value of all these things is added up. This information can be used as a measure for any nations economy. This is Gross National Product.

Grade 6, Eleven Nations, (TE), Ginn, Page 144.
Gross National Product is a widely used method of measuring a nation's economic performance. GNP provides one measure of the per capita well being of the nation's population. This is not the same as Standard of Living. Standard of Living, is found by dividing personal consumption expenditures by population.

Grade 6, Eleven Nations, (TE), Ginn, Page 170.
Egyptians are constantly trying to improve their equation of development. They try to increase either the amount of resources or the amount of ingenuity that they apply. If they change either one, they know development itself will also be changed--to a higher level.

Grade 6, Eleven Nations, (TE), Ginn, Page 184.
When Nasser came to power in 1952, he hoped for a nation that would be free of poverty and in which every Egyptian citizen could hold up his head confidently among Westerners. If this were to happen, tremendous effort had to be applied to developing resources, learning new techniques, and increasing production.

Grade 6, Eleven Nations, (TE), Ginn, Page 227.
A newborn nation is bound to go through growing pains, and its citizens must serve those needs or the nation may not survive. Immediately after it achieved independence, Isreal had terrific problems of growing and developing. These expected problems were made harder because the nation was trying to absorb a steady stream of immigrants at the same time.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Eleven Nations, (TE), Ginn, Page 230.
The Isreali immigrants, combined with the original Jewish and Arab inhabitants formed Isreal and developed it fast, cheerfully, and energetically. Today, as a result, most Isreali citizens live about as well as (on the same standard as) most citizens of France. Most Isreali have a better standard of living than most citizens of Turkey or Italy have.

Grade 6, Eleven Nations, (TE), Ginn, Page 246.
In the past, many Nigerians were satisfied with their lives and their incomes; they did not demand a higher standard of living and more income. But many Nigerians expected great improvements with the coming of independence. Today many of them want more material possessions and more money.

Grade 6, Eleven Nations, (TE), Ginn, Page 292.
As a result of Norwegian assistance, little by little the level of living of fishermen began to rise along the coast of Kerala.

Grade 6, Eleven Nations, (TE), Ginn, Page 368.
The total business life of an nation is described as a nation's economy. Japan's economy is now the second most active one in the world. In the process of developing such an economy, Japanese life itself has been reshaped.

Grade 6, Eleven Nations, (TE), Ginn, Page 449.
Experts agree that over a billion people on earth today earn less than $200 per year. One out of every three men, women and children alive this minute are hungry.

Grade 6, Eleven Nations, (TE), Ginn, Page 469.
Another problem related to population is improving the standard of living in Brazil. There is tremendous wealth in Brazil. But there is also much poverty. There are hundreds of thousands of families who earn anywhere from $50 to $250 per family per year. Such poverty means that the people are not only ill--in poor health--but are also illfed, ill-clothed, and ill-housed.

Grade 6, Eleven Nations, (TE), Ginn, Page 481.
Walking through the slums of Salvador, we realize that many of the people there are migrants from the wastelands of the Northeast of Brazil. They have merely exchanged rural poverty for city poverty. A great deal is being done to breathe life into the economy of the Northeast. Today, the region is the fastest-growing region in Brazil.

Grade 6, Germany, Fideler, Page 42.
Germany's business and industry grew rapidly after 1871. German scientists, businessmen, bankers, government officials, and educators, worked together to help their country become a great industrial nation.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Germany, Fideler, Page 68.
In addition to enjoying less regligious freedom, East Germans have a lower standard of living than West Germans. Little new housing is available in East Germany. In addition, many goods that people would like to buy are scarce. Some goods that are for sale to East Germans, such as shoes and clothing are often poorly made. West Germany, on the other hand, has one of the highest standards of living in Europe.

Grade 6, In A Race With Time, (TE), Macmillan, Page 31.
Ordinarily, Indians in Latin America occupy the poorest land, do the most unskilled work and have the lowest income. As a result they produce little to sell and have little money with which to buy. Many do not even understand the European language of the country in which they live.

Grade 6, In A Race With Time, (TE), Macmillan, Page 83.
Members of the middle class now make up perhaps a third of the Mexican people. Their living standard and their outlook on life compare with those of similar people in the United States.

Grade 6, In A Race With Time, (TE), Macmillan, Page 85.
Mexico is sometimes described as a showcase for Latin American progress. Yet Mexican leaders are far from satisfied. The president of Mexico made this clear when he said notlong ago: "To raise within the shortest possible time, the general standard of living for the vast majority of our people has been and must continue to be the great undertaking of the Mexican people."

Grade 6, In A Race With Time, (TE), Macmillan, Page 96.
About 80 percent of the rural population of Guatemala cannot read or write. The average worker earns about a dollar a day--when he is able to find employment. He never sees a doctor. He can expect to live less than 60 years. For a large percentage of the Guatemalans, subsistence farming is a way of life.

Grade 6, In A Race With Time, (TE), Macmillan, Page 133.
Puerto Rico, like Cuba, went through great changes after the Spanish-American war. The United States provided money to build highways and schools, to improve health conditions, and to develop agriculture. But Puerto Rico became almost completely dependent upon the sugar crop. Thus, in spite of United States' help the island did not prosper. The average Puerto Rican was illiterate, terribly poor, and badly housed.

Grade 6, In A Race With Time, (TE), Macmillan, Page 137.
It is necessary to develop Surinam's resources rapidly if the people are to have decent living conditions. But the birth rate is producing a population far beyond the area's present means of support.

Grade 6, In A Race With Time, (TE), Macmillan, Page 142.
The average person living in the Caribbean area is very poor when compared with the average United States citizen.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, In A Race With Time, (TE), Macmillan, Page 292.
Uruguay is blessed with fertile soil and an ideal climate. Its people are among the most literate in the world and they enjoy a high living standard.

Grade 6, In A Race With Time, (TE), Macmillan, Page 326.
Few countries have made greater economic advances than Brazil has in the last few years. Its manufacturing industries have expanded rapidly. The Amazon basin is being developed. A network of roads is being built in regions that are rich in resources but are almost uninhabited. Cities are growing rapidly, and the farms around them are producing large quantities of food.

Grade 6, In A Race With Time, (TE), Macmillan, Page 372.
Because of its recent industrial growth, Mexico is no longer considered an underdeveloped country. It has left most of Latin America behind.

Grade 6, In A Race With Time, (TE), Macmillan, Page 377.
In the cities of Brazil, life is as agreeable as it is in any part of the world. The living standard of those Brazilians is high and it is moving higher because of industrialization. But one of the foremost Brazilian economists had this to say concerning the industrialization of his country: "We know that the development of which we are so proud has brought about no change at all in the living conditions of three-fourths of the country's population."

Grade 6, In A Race With Time, (TE), Macmillan, Page 378.
The people of the United States and Canada pride themselves on living in countries where the poor are in a minority. Furthermore, poor people in these countries are "poor" only when compared with their more fortunate countrymen. The "poor" people there are rich when they are compared with poor Latin Americans.

Grade 6, In A Race With Time, (TE), Macmillan, Page T14.
Per-capita income most closely approximates the standard of living.

Grade 6, In A Race With Time, (TE), Macmillan, Page T17.
The standard of living of a people is related to economic productivity and responsible government.

Grade 6, In A Race With Time, (TE), Macmillan, Page T24.
The chief objective of Mexico, as in other developing nations, is to assure every citizen a decent living standard. This enormous undertaking requires a simultaneous attack on a number of related problems: overpopulation, unemployment, housing shortages, educational and health deficiencies, inequitable land distribution, and corruption in government.

Grade 6, In A Race With Time, (TE), Macmillan, Page T26.
Economies based on a single crop or product are less stable than more diversified economies.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, In A Race With Time, (TE), Macmillan, Page T32.
The people of a country whose economy depends on exporting just one or two crops will suffer a business depression whenever the demand for, and therefore the price for, those crops goes down markedly.

Grade 6, In A Race With Time, (TE), Macmillan, Page T41.
The exploitation of natural resources is largely responsible for advances in the standard of living for the people of Colombia and Venezuela.

Grade 6, In A Race With Time, (TE), Macmillan, Page T58.
Government programs in agriculture and industry have done much to raise the standard of living of many Chileans.

Grade 6, In Latin America and Canada, Heath, Page 48.
Today Latin America is trying to raise the standard of living for its millions of poor.

Grade 6, In Latin America and Canada, Heath, Page 73.
Mexico's standard of living is still low, but it is improving. Mexicans are confident that they are now making real progress.

Grade 6, In Latin America and Canada, Heath, Page 96.
Like other Latin American countries, Chile has the problem of raising its standard of living.

Grade 6, In Latin America and Canada, Heath, Page 138.
Canadians rank next to the people of the United States in the high level of their standard of living.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 54.
Today more blacks than ever before are able to enjoy a comfortable standard of living. The average income of black families is gradually rising.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 68.
The average income of Indian families is only about half as large as that of white families. Between 40 and 80 percent of all adults living on reservations do not have steady jobs. The low standard of living is not the only reason why many Indians today are discontented.

Grade 6, Inquiring About Freedom, Fideler, Page 144.
The Industrial Revolution has affected economic freedom in an important way. The new machines and methods of production have made it possible to produce much larger amounts of goods and services than ever before. This increased productivity has made it possible for workers to earn high wages. With more money to spend and more goods and services available to buy, most Americans today enjoy a higher standard of living than people did before the Industrial Revolution.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, In the Eastern Hemisphere, Heath, Page 61.
The standard of living in Italy is rising slowly, although southern Italy remains poorer than northern Italy.

Grade 6, In the Eastern Hemisphere, Heath, Page 73.
The standard of living in France is high compared to Italy and Spain, and low compared to Britain.

Grade 6, In the Eastern Hemisphere, Heath, Page 95.
In spite of improvements, the standard of living in Russia is well below that of Western Europe and the United States.

Grade 6, In the Eastern Hemisphere, Heath, Page 118.
In spite of great population density, the standard of living in Japan is high.

Grade 6, In the Eastern Hemisphere, Heath, Page 127.
The governments of India and Pakistan are trying to raise the standard of living for their people.

Grade 6, In the Eastern Hemisphere, Heath, Page 149.
The white population of South Africa enjoys a much higher standard of living than the nonwhite.

Grade 6, Japan, Fideler, Page 11.
Although Asia has many natural resources, most countries here are very poor. The people of these countries have not used their resources as well as they could to achieve a high standard of living. Few Asian nations have developed modern industries which would help them make better use of their resources.

Grade 6, Japan, Fideler, Pages 58 and 124.
Japan has become one of the world's leading industrial nations. Its people are more prosperous than every before in their history.

Grade 6, Japan, Fideler, Page 118.
Most people in Japan are fairly well off. They have enough food to eat and attractive clothes to wear. They also have some extra money to spend on luxuries--things they want, but do not really need in order to live. Another sign of Japan's prosperity is the fact that almost every family has money in a savings account.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-10.
Man's standard of living is the result of his application of education and technology in the productive use of the land and its resources.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 147.
India is a country with massive problems. Too many people live there. Most are very poor. They do not have enough food or enough homes or enough education or enough jobs. The government is trying to help its people, but the rate of progress has been very slow. There are constant set-backs because of an ever increasing number of people, long periods without rain for the land, political upheavel, and resistance to change in traditional Indian society.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 5-18.
Egypt was ruled by King Fuad for thirty years, and the economy and standard of living was still very low. Due to population increases, food became less plentiful and per capita income, which was on the rise in most countries, actually declined by some 45 percent in Egypt in the first half of this century.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-19.
Inflation is described as a situation which is not kind to the people. It is an increase in the volume of money relative to the available goods which results in large and continuing rise in prices.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 347.
Although wages have risen rapidly in Brazil during the past few years, prices have risen faster, and this has made life difficult for the people. Inflation, which is what such a situation is called, is not kind to people whose incomes do not keep up with rising prices.

Grade 6, Man and Change, Silver, Burdett, Page 45.
As compared with the people of most cities in Asia, the people of Singapore enjoy a high standard of living.

Grade 6, Man and Society, Silver, Burdett, Page 65.
The Peruvian government, with the aid of American experts, has conducted experiments in an effort to help the Indians accept new ways of living and so raise their standard of living.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 65.
Businessmen claim that without the stimulus of the European Economic Community, the British economy will continue its downhill slide. They point out that the British economy has increased by only 42 percent over the last ten years, while that of the six EEC countries has skyrocketed 95 percent.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 164.
The European Economic Community was established to promote economic growth in Western Europe by expanding markets and enabling member nations to make more efficient use of their resources.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 167.
Gross National Product is the total of all final goods and services purchased in one year.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 172 and 182.
A European Economic Community was established to promote economic growth and reduce political strife.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 176.
Nations seeking rapid economic growth must often face severe shortages of consumer goods to effect such growth.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 184 and 195.
The Middle East, the major supplier of oil to the rest of the world, earn a large income; but many Middle Eastern countries do not show a corresponding standard of social development.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 193.
The nation's of the Middle Eastern oil region receive a large income from oil. The use each nation makes of the income depends on its political structure, national identity, and priorities.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 207.
In rapidly growing economies there is less unemployment than in economies that are growing more slowly.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 211.
Gross National Product is a measure of a country's well being.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 214.
If Latin America is to improve the living standards of its people, it must consider limiting population growth, modernizing agriculture, changing peasant life, equalizing power and privileges among the people, and establishing political stability.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 223.
The more industrialized a country is the higher its standard of living will be.

Grade 6, Our Working World: Regions of the World (T), 2nd ed., S.R.A., Senesh, Page 224.
A country's Gross National Product demonstrates the country's policies and capabilities for economic growth.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 248.
Conflict has always been a part of social, national, and international relationships; as such, it can stimulate growth or lead to hostility and destruction.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 298.
The Soviet Union has now become one of the great industrial societies of the world. It has done this in about sixty years--a very short period of time for such great changes in a nations economy.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 304.
At the end of World War I, the people of Europe and the United States were discouraged and uncertain about the future. John Maynard Keynes, a British economist, observed that supply and demand were working to keep economies from improving.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 350.
Many people in Iran were unhappy with their government. Except for its oil resources, Iran was poor. Stronger, wealthier nations could protect themselves against threats and attacks. Iran could not.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 111.
The basis for each ancient civilization was the economic surplus of crops. As long as each ancient civilization could produce a surplus of crops, trade and the production of other goods continued. As a result, many people had more goods and their way of life improved.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 209.
Economic growth in the Middle Ages varied from place to place. The production of surplus crops led to the growth of cities.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 243.
The people of western Europe began eating better at the end of the Middle Ages. They had more food and a greater variety of foods than they had had before. People had more food because they began making better use of the land, using more fertilizers, and using better farming tools. People had a greater variety of foods than before because of increased trade and exploration.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 256. Economic growth in Europe led to an increase in trade and in shipbuilding. Because both France and Spain were slow to industrialize, their colonies lacked machines and thus produced less than the English colonies.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 272. Powerful rulers frequently encourage economic development to increase their power.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 304. Since the end of World War II in 1945, democracies of Europe, North America, and Japan have enjoyed economic prosperity, or good times. The United States especially has reached unequaled prosperity.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 320. Although the standard of living in Russia is not as high as the American standard of living, most Soviet people live far better than most of the people in the world live.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 321. More than two-thirds of the world's population live in societies with newly developing economies. Most of the economies in the Societies of Africa, Asia, and Latin America can be considered newly developing. With few exceptions, the people in these areas of the world live in poverty.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 322. The poorer countries have some similar economic problems. Rapidly increasing populations and lack of food are problems common to most of them. It seems that the economic growth of most of the world does not keep far enough ahead of the population growth.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 325. Progress is slow in India partly because of the social conditions and because of the religious beliefs held by the people.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 338. During the 1800's Japan industrialized rapidly and became one of the leading industrial nations of the world.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 360. Sometimes a country's population grows so rapidly that its economy cannot meet the people's needs for goods and services.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 362. Economists are interested in the trend of a country's total production of goods and services. This amount of goods and services is called the Gross National Product. Economists expect that the world's GNP will grow. Within each country the average amount per person of the Gross National Product is called the per capita GNP.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 363.
A country's per capita GNP is often related to the rate of population growth. A low rate of population growth may lead to a great GNP per person. Economists find indications that the American economy will continue to grow rapidly.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 364.
The economic growth of a nation is related to the amount and sources of its power.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 367.
Unemployment affects the amount of goods that the people of a society purchase.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T50.
A stable government is needed for rapid economic growth.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T77.
Economic growth and technological developments often lead to increased trade and commerce.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T89.
Trade and economic growth often lead to internal improvements. Technological improvements in transportation foster economic growth.

Grade 6, Southeast Asia, Fideler, Page 112.
Many people believe that the growth of industry will help Southeast Asia's people achieve a better standard of living. If the right factories are built and properly run, they should provide people with more of the goods they need and want.

Grade 6, Soviet Union, Fideler, Page 41.
Under Khrushchev, wages were raised, and factories were permitted to produce more consumer goods. The standard of living, however, remained much lower than in the United States and western Europe.

Grade 6, The Ways of Man, (TE), Macmillan, Page 5.
Annual per capita income is arrived at by dividing the total income earned by all the people of the country in one year, by the number of people in the country.

Grade 6, The Ways of Man, (TE), Macmillan, Page 80.
While western Europe was going through the Industrial Revolution in the 19th century, Russia remained mostly agricultural. Early in the 20th century, industrialization began.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, The Ways of Man, (TE), Macmillan, Page 87.
In the Soviet Union, a fairly comfortable apartment may not cost more than $30 a month in Russian money. The Soviet citizen also gets free, or at a very low cost, many services that citizens of other countries have to pay for. This includes free medical and hospital care, low-cost vacation camps, and child care centers. Certainly, compared with earlier days, its people enjoy the highest standard of living in Russian history.

Grade 6, The Ways of Man, (TE), Macmillan, Page 116.
Important as oil wealth is in the Middle East, it must not be thought of as the answer to all the region's problems. Water is still more precious than oil. With enough dams and wells--water wells, not oil wells--Iran could support three times her present population at a European standard of living. This is something Iran's rich petroleum fields have not enabled the country to do.

Grade 6, The Ways of Man, (TE), Macmillan, Page 177.
The great majority of the African people, even today, feed, clothe, and shelter themselves by producing, for themselves, practically everything they need. Because they consume what they produce, we say that the great majority of African live in a subsistence economy.

Grade 6, The Ways of Man, (TE), Macmillan, Page 345.
Thanks in part to the development of so-called "miracle rice" India's production of food is rising at 5 percent a year, about the same rate increase as the Gross National Product. More and better consumer goods are available in the stores.

Grade 6, The Ways of Man, (TE), Macmillan, Page 347.
When India became independent, only 2 percent of the workers of the country made their living in manufacturing. Recent figures on Indian production show that about 20 percent of the total value of goods produced is manufactured goods. This is a substantial gain. But is does not mean a higher standard of living for India's people. The growth of population has more than kept up with the growth in the production of manufactured goods.

Grade 6, The Ways of Man, (TE), Macmillan, Page 377.
The peasants of China have a fairly low standard of living today. The peasant life in Western Europe would have been described in much the same terms until less than two hundred years ago.

Grade 6, The Ways of Man, (TE), Macmillan, Page 444.
Growth rate means the percentage by which one years gross national product is greater than the last year's.

Grade 6, The Ways of Man, (TE), Macmillan, Page 511.
Japan is one of the most highly industrialized nations in the world. Its people enjoy a higher standard of living than the people of most other countries.

GROSS NATIONAL PRODUCT: STANDARD OF LIVING

Grade 6, The Ways of Man, (TE), Macmillan, Page T140.
The economy of a country (or region) is related to available resources, investment capital, and the educational development of its people.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 4, Colonial America, Fideler, Page 100.
In New England, some men earned their living from the sea.

Grade 4, Colonial America, Fideler, Page 110.
Sometimes colonial tradesmen were not paid with money. Instead, the colonial housewife agreed to give them food or household goods in return for their services.

Grade 4, Economics, The Dismal Science, Ellenberg, Page 71.
Adults earn money by working.

Grade 4, Great Americans, Fideler, Page 62.
Horace Mann felt that he could do even more to help improve the schools in Massachusetts. He gave up his law practice and his position in the Senate to become the secretary of the new State Board of Education, which he had helped establish. His friends thought he had made a mistake, for the salary of his new job was very low. However, Horace Mann was more interested in doing good than in making money.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 198.
Much of the income generated by coal production in Appalachia leaves the region, instead of adding to its prosperity.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 200.
When little of the production process of an industry takes place within a region, little of the income from that industry benefits the region.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 107.
Many people earn their living by working in the cities.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 139.
People are paid for their work. They exchange the money they earn for food, clothes, and other things their families need and want.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 140.
The rubber industry provides jobs for many people in Malaya. Each factory worker has money to spend. This money provides jobs for people outside the rubber industry.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T78.
Unlike American cattlemen who raise cattle as a means of income, the Masai regard the cattle themselves as wealth.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 166.
People need to work to earn money to pay for the things they need and want.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 184.
A boy who earns money adds to his choices, but his choices are still limited.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 198.
What a family chooses to do with its money depends in part on how much income it has.

Grade 4, Web of the World, (TE), Macmillan, Page 101.
About six million men and women today make their living by selling.

Grade 4, Web of the World, (TE), Macmillan, Page 134.
Per capita income means the income earned by all the people of a country, divided by the number of people in the country.

Grade 4, Web of the World, (TE), Macmillan, Page 155.
Now it is against the law to pay a woman less than a man for the same work.

Grade 5, American Neighbors, Fideler, Page 1-29.
Today, many of the Indians in Canada's Pacific Mountain Region earn their living on modern commercial fishing boats.

Grade 5, American Neighbors, Fideler, Pages 3-107 and 3-108.
In the Caribbean Lands, there are thousands of small farms. The people who work on these farms grow crops mainly for their own use rather than for sale. They earn very little income because they grow or make many of the things that they need. The kind of farming that is done by these people is known as subsistence farming.

Grade 5, American Neighbors, Fideler, Page 4-61.
Only a small part of South America's people earn their living in factories or workshops.

Grade 5, Caribbean Lands, Fideler, Page 108.
Because their farms are small and their harvest is poor, many farmers in the Caribbean cannot raise enough food for their own families. To earn money for things they need, they have to work part of the time at other jobs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T190.
All the traders, merchants, artists, craftsmen, and workers of ancient Sumer earned money for what they did. A few even became wealthy, especially some of the merchants and talented temple artists. Most of the other workers earned enough money to meet their families' daily needs. But there were a few who did not.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 5, Man the Toolmaker, (TE), Follett, Page T313.
A job enables a worker to earn money to satisy physical needs; it also provides such intangible benefits as enjoyment of work, prestige, self-respect, and so on.

Grade 5, Midwest and Great Plains, Fideler, Page 29.
Iowa farmers earn more money from their products than farmers in any other state in the Midwest.

Grade 5, Midwest and Great Plains, Fideler, Page 109.
Some families in the Midwest and Great Plains do not share in the prosperity that the region generally enjoys. Parents in these families do not have jobs, or they work at jobs that pay very low wages.

Grade 5, Midwest and Great Plains, Fideler, Page 113.
The new ways of earning a living in which a man specialized in doing one kind of work, helped the people of the Midwest and Great Plains produce large amounts of goods. Because workers were highly productive, they could earn good incomes.

Grade 5, Midwest and Great Plains, Fideler, Page 136.
In the Midwest and Great Plains, as in other parts of our country, many people who would like to earn a living by farming are no longer able to do so. This problem is largely the result of changes that have occurred in farming methods during the last one hundred years. Today, a farmer must produce a large amount of crops in order to earn enough money to support his family.

Grade 5, Midwest and Great Plains, Fideler, Page 241.
Today, each person receives money for the work he performs. He can use this money to buy the goods and services that his family needs.

Grade 5, The Northeast, Fideler, Page 112.
Many people in the Northeast today earn their living in industry. Before the Industrial Revolution, most people earned their living by farming.

Grade 5, The Northeast, Fideler, Page 124.
Not all Americans shared in the prosperity of the 1920's. Since the end of World War I, farmers had been receiving low prices for their crops. Many factory employees had been working for low wages. These people could not afford to buy all the goods they needed.

Grade 5, The Northeast, Fideler, Page 185.
The Northeast is one of the most important manufacturing regions of our country and also of the world. Industry provides many ways for the people of the Northeast to earn a living.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 5, One Nation: The United States, (TE), Ginn, Page 105.
Many professionals receive large sums of money for the work they do. Because there are very few of them, people are willing to pay a great deal of money for someone who is a very good doctor, a very good lawyer, or a very good singer. But not all professionals receive such large sums of money, though they have spent many years getting ready to do their jobs.

Grade 5, One Nation: The United States, (TE), Ginn, Page 125.
Mr. Darby, a typical worker, works five days a week in a factory which manufacturers air conditioners. He sells his specialized skills to the businessmen who own that factory. In return, the owners pay him with a check at the end of each month. On payday, he brings his check to the bank where he exchanges it for money. The money Mr. Darby earns never seems enough to buy all the things his family needs and wants.

Grade 5, One Nation: The United States, (TE), Ginn, Page 324.
The ways of earning a living had not changed drastically between the 1700's and the 1770's. But there were some changes. In the 1770's, most colonists' were still farmers, but farming methods had improved considerably.

Grade 5, One Nation: The United States, (TE), Ginn, Page T31.
In our economic system, income is stated in terms of money which represents claims on the goods and services people need and want.

Grade 5, One Nation: The United States, (TE), Ginn, Page T34.
When a worker becomes unemployed, a family's money supply (income) is cut off.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 144.
Most people are paid for their work. In many Mexican villages, people are paid in goods or services, not in money, as in the United States.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 204.
Some colonial soldiers were paid with western land for their services.

Grade 5, The South, Fideler, Page 102.
In the South, just as in other parts of our country, people who live in urban areas have many opportunities to meet their physical needs. A variety of jobs are available in factories, stores, and offices. Generally, a person can earn more money from one of these jobs than he could by working on a farm. He can use the money he earns to buy food, clothing, and shelter for himself and his family.

Grade 5, The South, Fideler, Page 125.
Most of our citizens have opportunities for satisfying their basic needs. Through the many kinds of jobs that are available, workers are able to exchange their labor for money to buy food, clothing, and shelter.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 5, South America, Fideler, Page 36.
Many people of mixed European and Indian blood, called mestizos, worked on small farms in the South American colonies or earned their living as unskilled laborers.

Grade 5, This Favored Land, (TE), Macmillan, Page 336.
In the General Farming Belt a little bit of everything is done. Farm income in this belt is low. Some farmers work in towns and farm only part of the time. This is the poorest agricultural region of the Midwest.

Grade 5, This Favored Land, (TE), Macmillan, Page 372.
Fewer people are farming larger farms with machinery in the South today. These people have far larger incomes and live much better than did the farmers of the old sharecrop days.

Grade 5, The West, Fideler, Page 107.
The warm, sunny climate of Phoenix and the beautiful desert scenery nearby have helped to make this city a popular winter resort. There are many fine hotels, motels, and resorts in the Phoenix area. A number of people here earn their living by serving the needs of tourists.

Grade 5, The West, Fideler, Page 151.
Irrigated land in the West, costs more money than the best farmland in other parts of the United States. This helps to explain why many irrigated farms are small. In order to earn a good living on these small but expensive plots of land, farmers must grow crops that sell for high prices.

Grade 5, The West, Fideler, Page 176.
In Washington, Oregon, and northern California, salmon fishing is a very important industry. Thousands of people earn their living by catching salmon or working in salmon canneries.

Grade 5, The West, Fideler, Page 246.
In Alaska more people work for the federal government than for any other employer. The tourist industry is another important source of income for Alaska.

Grade 6, Africa, Fideler, Page 78.
In Nigeria, the per capita income has doubled since independence.

Grade 6, Africa, Fideler, Page 115.
In Africa, many nations provide farm experts who explain to the farmers how to raise "cash crops," such as peanuts. These are crops the farmers can sell so they will have money to buy the things they need.

Grade 6, Africa, Fideler, Page 142.
In much of Africa during the years before any of the colonies had gained their independence, the African people were very poor. The yearly per capita income was only $50 to $150. The situation is not much better today.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 6, British Isles, Fideler, Page 48.
The people of the Scottish Highlands have always had to struggle hard to make a living. They have learned to be careful with what they have and to frown on waste. Though he is thrifty, the Scot is always ready to share what little he has witn others.

Grade 6, British Isles, Fideler, Page 101.
Few countries in Europe earn more money from fishing than the United Kingdom does.

Grade 6, Germany, Fideler, Page 114.
The most serious problem with German farms is the fact that most of the farms are too small to be efficient and to provide a good living for farmers and their families. Even though some farmers work at other jobs to add to their income, many still cannot earn enough money to buy the tractors and other modern farm equipment that would help them increase production. To help farmers earn incomes like those earned by other workers, the German government has established a system of farm subsidies.

Grade 6, In A Race With Time, (TE), Macmillan, Page 85.
Most Mexicans are better fed now than in years past. Yet even now many people cannot afford meat, milk, or eggs. The reason is not hard to find. The average peasant, or rural worker, makes about $115 a year. For Mexico as a whole, the average income per person is about $600 a year.

Grade 6, In A Race With Time, (TE), Macmillan, Page 230.
As a compesino working for a patron, a person could have expected an income of about $300 for the support of his family. When Chile enacted its land reform, the workers share of the profits rose to about $2,000.

Grade 6, In A Race With Time, (TE), Macmillan, Page 49.
The per capita incomes is arrived at by adding the income of all the people, and dividing that sum by the number of people. The fact that the Venezuelans, at the top of the income scale have huge incomes, raises the per capita income above that of the middle person on the scale.

Grade 6, India, Fideler, Page 111.
The people who live in developed countries are able to make better use of their natural resources than people in underdeveloped countries. These people are able to earn much more money than they could by farming a small plot of land with a few simple tools. As a result, they can afford to buy many manufactured goods.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 54.
The average income of black families is only three-fifths as large as that of white families.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 68.
The average income of Indian families is only about half as large as that of white familes. Between 40 and 80 percent of all adults living on reservations do not have steady jobs.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 143.
In earlier times, the majority of Americans lived on farms and produced most of what they needed at home. Today, most workers in our country have jobs by which they earn money. With this money they buy goods and services to meet their needs.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 164.
Migrant workers are part of a large group of people in the United States that have been called the "under class." Machines have taken over many of the unskilled jobs that these people might do. The unskilled jobs that remain pay very little. United States government figures show that about one-eighth of all Americans do not have enough money to meet all of their needs.

Grade 6, Japan, Fideler, Page 16.
In contrast to most other countries in Asia, the people of Japan have a comfortable way of life. For example, the average per capita income in Japan is about $3,000, compared with less than $200 in most other Asian countries.

Grade 6, Japan, Fideler, Page 132.
One important reason why farm families in Japan have good incomes is that in more than four-fifths of these families, some family members work at outside jobs. Japanese farmers are using more farm machinery than they did in the past. As farmers earn more money, they generally are able to afford more farm machines.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7-11.
Income is money that comes in for goods or services rendered. Per capita income is the average amount of money that comes in for each person--in this case, for all of the people in a given nation--over a given period of time.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 321.
For many years, Brazil depended on coffee for most of its income. In 1930, President Vargas worked to create industries and encouraged farmers to grow other crops besides coffee.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 343.
In an industrialized society, people who work for good wages and who are not dependent upon their employers for housing or food are considered members of the middle class.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 184 and 195.
The Middle East, the major supplier of oil to the rest of the world, earns a large income; but many Middle Eastern countries do not show a corresponding standard of social development.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 196.
Even with the great income they get from oil, it is difficult for some countries in the Middle East to develop economically. Some obstacles are weak governments, use of resources for military purposes, customs and traditions that hinder change, and lack of involvement by a majority of the people.

Grade 6, Southeast Asia, Fideler, Page 106.
Villages in Southeast Asia have to make many of the articles they use because they have very little money to spend. Most village people are farmers who produce only enough food for themselves and their families. When they do have anything left over they may trade it for other things they need at the village market, or sell it to make a little money. Then they may buy a few machine made goods such as cloth or needles.

Grade 6, Soviet Union, Fideler, Page 101.
Each worker in the Soviet Union is guaranteed a monthly wage according to the kind and amount of work he does.

Grade 6, Soviet Union, Fideler, Page 114.
Steel workers who work in the steel mills in the Soviet mills, do not keep the steel they help manufacture. Instead, they earn money for the work they perform. With this money, the workers are able to buy the goods and services they and their families need.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 253.
Oil and some other minerals bring more money to Wyoming than farming and ranching together.

Grade 6, The Ways of Man, (TE), Macmillan, Page 5.
The annual per capita income of each country is used to separate countries into two groups: the "haves" and the "have nots." To get annual per capita income, the total income earned by all the people in the country in one year is divided by the number of people in the country.

Grade 6, The Ways of Man, (TE), Macmillan, Page 190.
The farmers of Africa sell any rice left over from the previous year. Some sell a little of the newly harvested crop. The money is used for buying new clothes or other consumer goods, such as hunting lamps.

Grade 6, The Ways of Man, (TE), Macmillan, Page 344.
Per capita income in India has still not risen above $80 a year. Unemployment has gone up 400 percent--from 3.5 million jobless 10 years ago to 16 million now, including tens of thousands of engineers, doctors, and technicians.

INCOME: GENERAL (INTEREST, PROFIT, RENT, WAGES)

Grade 6, The Ways of Man, (TE), Macmillan, Page 350.
The Indian people have such low incomes that most of them spend for things to use right now--every cent they make.

Grade 6, The Ways of Man, (TE), Macmillan, Page 411.
At the end of the main harvest each year in China the production team calculates its income, either in cash, from the sale of crops to the state, or in the amount of goods produced. Roughly two-fifths of this is used to meet the teams costs, to pay its land tax, and to keep up its own welfare and reserve fund. The remaining three-fifths is divided among the team members according to the number of work units they have earned during the year. A farmer also gets income for the produce on his private plot, which adds to his earnings, by perhaps thirty to forty percent.

Grade 6, The Ways of Man, (TE), Macmillan, Page 470.
During the Feudal years in China, the emperor's income had to come from his own estates, just as the great nobles and monasteries got their incomes from their estates.

INCOME: INTEREST

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 6.
Interest is payment for the use of money owned by someone else, thus income to those who lend money to others. Economists consider interest as a return to the ownership of capital.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 33.
The process of saving requires giving up present consumer goods for future goods. However, savers may receive interest or dividend payments for the use of their money.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 141.
A bank and its depositors earn money called interest. People who borrow from the bank pay interest for the use of the loan. People who have savings deposits in the bank earn interest for letting their savings be used by others.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
Interest is paid for the use of money.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 6.
Interest is the cost of using money.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 35.
Interest is charged to cover the cost of banking and provide profit or reward for the banker. It is the cost of using money.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 45.
Interest is the cost of credit.

INCOME: INTEREST

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 101. The installment plan makes it possible for many more people to purchase cars; people who are not able to pay the full purchase price at one time.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 6. Payment for use of money owned by someone else, thus income to those who lend money to others is called interest. Economists consider interest as a return for the ownership of capital.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 33. Savers may receive interest or dividend payments for the use of their money.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 144. The price paid for borrowed money is interest. The borrower pays interest. The saver received interest.

Grade 5, Economic and Our Community, Dawson, J.C.E.E., Page 6. Interest, the money you have to pay for borrowing money, is one of the many costs included in an item for purchase.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 9. If you get a loan, you must pay interest. Interest is the money you pay for the use of someone else's money.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 242. Loaning money is worth the risk only if one makes a profit on it. Interest is the return for the use of money.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 244. Money can be used to earn more money. Stores offer people credit to buy many things. The people pay back a little more than they borrowed. This "little more" is called interest. Interest is money paid for the use of someone else's money.

Grade 5, This Favored Land, (TE), Macmillan, Page T99. Northern bankers and manufacturers lent money and gave credit to Southerners; these men charged high interest rates and sometimes took harsh steps to get their money back. Thus, it was natural for Southerners to resent these men and to blame the "money interests" of the north for their troubles.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 6. Interest is payment for the use of money owned by someone else, thus income to those who lend money to others. Interest is a return for the ownership of capital.

INCOME: INTEREST

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 33.
The process of saving requires giving up present consumer goods for future goods. However, savers may receive interest or dividend payments for the use of their money.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 147.
Financial institutions have one characteristic in common. They bring together the voluntary savings of the people, pay interest for the use of the money and in turn lend the money to individuals and businesses that need money at the time.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-15.
A banker charges interest to make a profit. It is his business. It is how he earns a living.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 31.
Interest is the fee charged by the banker for the use of the money he loans out.

Grade 6, The Ways of Man, (TE), Macmillan, Page 59.
As Europe ended its feudal period, a new occupation arose, that of merchant capitalist. These people acted as bankers; they loaned money to others and charged interest for these funds.

INCOME PROFIT

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 27.
Since businessmen are in business to make profits, it pays them to produce those things that consumers want most.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 18.
Profit is the income remaining after all costs of operating a business are paid. It is a return to entrepreneurs for incurring risks.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 111.
People go into business in the hope of earning a profit.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 35.
Profits are the rewards for taking risks.

Grade 4, Four Lands: Four People, Heath, Page 124.
The people of India were urged to invest money in a steel mill. Profits from the sale of steel would go to pay the investors. Profits are the return one receives for taking a risk.

INCOME: PROFIT

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 35. If steel were no longer used in cans, the steel industry would lose a great part of its market, and profits might decrease.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42. Division of labor, automated factories, and production efficiency in general have lowered the cost of producing a can of food, thus the producer can sell it for less and still make a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 94. The whole complex process of manufacturing has been futile unless the final product can be sold at a price that covers its cost and returns a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 126. It is the profit motive that leads people to risk their savings in a business venture. If profits are eliminated, incentive is eliminated as well.

Grade 4, Industry: Man and the Machine , (TE), Allyn and Bacon, Page 173. Profit is the reward for successful business enterprise in our free, competitive society. After all expenses are met by a company, the amount remaining is profit. Profit is important because it acts as an incentive to businessmen to produce better goods for the customer, to develop new products, and to take risk of loss.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 35. Profits are the rewards to entrepreneurs.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 98.
Some regions become rich by specializing in the exploitation of their natural resources and by keeping the profits of these industries in the region.

Grade 4, Our Working World: Regions of the United States, (T) 2nd ed., S.R.A., Senesh, Page 142.
Reducing the expense involved in ranching would increase its profitability, thereby encouraging new ranching and creating more jobs in the Four Corners Region.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 271. With the profits made in silk, the Japanese were able to turn to other industries.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 223.
The factory owner wants to sell his products for more than the cost of making them. That is, he wants to make a profit. Profit is the money an owner has left after he sells the shoes and pays all his costs.

INCOME: PROFIT

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 27.
Since businessmen are in business to make profits, it pays them to produce those things that consumers want most.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 249.
After Americans found that trade with China was profitable, they began to wonder whether trade with Japan might not also be profitable.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 24.
Throughout the 1500's the French explorers set up trading posts' where they could trade with Indians. The French realized the furs could be sold in Europe at a great profit.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 27.
Sheep raising became very popular in England as the English profited from the wool trade.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 118.
The cotton gin made the growing of cotton even more profitable than it had been before.

Grade 5, Caribbean Lands, Fideler, Page 67.
United States companies brought many benefits to the people of the Caribbean Lands. In spite of these benefits, many people in the Caribbean region dislike the United States companies. They resented the fact that foreigners were making large profits in their countries.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 18.
Income remaining after all costs of operating a business are paid is called profit. Economists consider profit a return to entrepreneurs for incurring risks.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 118.
To realize profit, business must make efficient use of productive resources in order to meet the prices of competitors and still come out with earned profit.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 124.
In the Middle East the farmland is owned by a few people and worked under the landlord system. A Middle Eastern farmer probably would grow more grain on his own land. Under the landlord system, he has no reason or incentive to do his best. Any improvement or increase in production would be taken by the landlord anyway. So he does not try. On his own land, however, he would do his best--profit would be his incentive.

INCOME: PROFIT

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 35.
If Mike sold his arrows and got more than four bags of rice, he would consider the extra rice a profit.

Grade 5, Man the Toolmaker, (TE), Follett, Page T246.
A free man, working for his own livelihood, would be more motivated than a slave to think up a way to increase production; a slave, whose profits went to his master, would gain nothing from increased production.

Grade 5, Man the Toolmaker, (TE), Follett, Page T266.
A factory owner could make a bigger profit by increasing sales or cutting costs. A factory owner could make a bigger profit by increasing sales or cutting costs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T350.
In nonindustrial countries most of the crops raised to sell come from large farms run by businessmen. Often these businessmen are from foreign industrial nations. These farms produce big harvests', but part of the profit goes back to the foreign businessmen.

Grade 5, Midwest and Great Plains, Fideler, Page 93.
The railroads helped bring to the plains many people who wanted to farm. After the railroads were built, farmers could ship their products from the plains to other parts of the country more quickly and cheaply. This helped make it profitable to raise crops.

Grade 5, Midwest and Great Plains, Fideler, Page 139.
One of the serious problems facing people in the Midwest and Great Plains, as well as in other parts of our country, is unemployment. Some areas that once employed many factory workers now lack industry. In some cases, companies that no longer could sell their goods at a profit have been forced to shut down factories or to lay off some of their workers.

Grade 5, Midwest and Great Plains, Fideler, Page 219.
Managers are responsible for running each division of the plant as efficiently as possible so that the company can make a profit. People who have invested money in the company expect a good profit on their investment.

Grade 5, The Northeast, Fideler, Page 218.
To meet unexpected expenses, farmers must sell their crops at a good profit. Therefore, they try to harvest their crops and sell them at the times when prices are highest.

Grade 5, The Northeast, Fideler, Page 229.
Although farmers must spend much money for labor and equipment in Pennsylvania, they usually make a good profit.

Grade 5, One Nation: The United States, (TE), Ginn, Page 114.
The difference between the cost of manufacturing a product and the price at which it is sold is profit.

INCOME: PROFIT

Grade 5, One Nation: The United States, (TE), Ginn, Page 117.
People go into business to make a profit. For instance, a manufacturer may produce an air conditioner for $50. To this sum, he will add another $10 to insure a profit. He can sell the air conditioners for $60 each to the retail stores. Of course the retail stores don't sell the air conditioners for this price. They want to make a profit too. So they will add to the price the manufacturer charges them.

Grade 5, This Favored Land, (TE), Macmillan, Page 257.
Sharecropping hurt people. In times of poor crops or low prices, landowners often had to mortgage their plantations or farms, or even sell them to get out of debt. Most sharecropping workers went through life barely squeezing out enough to live on. Some years they ended up in debt. Other years they ended up with small profits. But never large ones. The effects of all this on the health and welfare of much of the South's population is sometimes called "human erosion."

Grade 5, This Favored Land, (TE), Macmillan, Page 311.
A number of businessmen became very rich from profits earned during the war. They were eager to put their profits to work in new business efforts. This helped industry grow after the war.

Grade 5, This Favored Land, (TE), Macmillan, Page 331.
The Corn Livestock Region is the largest and most important farming area in the Midwest. The farmers in it specialize in growing corn because it is the crop from which they get the greatest profit.

Grade 5, This Favored Land, (TE), Macmillan, Page 337.
An industry will not stay in a place unless it can make a profit there. Profit is the amount of money that a business gets from the sale of its products minus the cost of making them.

Grade 5, This Favored Land, (TE), Macmillan, Page T152.
When the cost of getting out the resources is too high to make a profit at current prices, a mine will be closed.

Grade 6, Africa, Fideler, Page 59.
Because the dangers and hardships were so great, European merchants were not willing to go to Africa unless they could be sure of making large profits. The two items that were the most profitable for European traders were gold and Negro slaves.

Grade 6, Africa, Fideler, Page 142.
To most Europeans, Africa was simply a storehouse of raw materials to be used for their own benefit. They developed only the kinds of industries and businesses that dealth with removing raw materials from Africa. They paid low wages to the African laborers who worked for them, and they kept the profits they made for themselves.

INCOME: PROFIT

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 108.
In the capitalistic system the profit motive is harnessed to promote efficiency and improved production.

Grade 6, Cultures in Transition, (TE), Follett, Page T73.
Today, people buy shares of large industries or businesses. Some people share in the profits of the companies that employ them. Many feel that taking a risk in Genoese shipping is well worth the investment since shipping is usually very profitable.

Grade 6, Cultures in Transition, (TE), Follett, Page T169.
Capitalism describes a system where money is not just used to buy things for oneself. Instead, much money is used to help increase production. The person who uses his money this way expects to get a reward. We call that profit.

Grade 6, Cultures in Transition, (TE), Follett, Page T172.
In the Renaissance the number of wealthy people increased. Profit making became an acceptable activity in the eyes of the Church and of most people.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
To obtain the money to start a business enterprise, entrepreneurs sometimes sold stock in their firms. One share of stock is like a deed, making its buyer, the owner of a part of a business. He shares in the profits or the losses.

Grade 6, Cultures in Transition, (TE), Follett, Page T182.
Under Marxism, private property would disappear. Factories, machinery, land--everything would belong to society as a whole. Once this happened, profits would benefit everyone rather than a few capitalists.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 13.
Profit is the income remaining after all cost of operating a business are paid. Profit is a return to entrepreneurs for incurring risks.

Grade 6, Eleven Nations, (TE), Ginn, Page 168.
Japan became the great industrial power that it is partly because it has many small businessmen who want to use their profits as capital with which to expand their businesses, modernize them, acquire skills, and maintain their property in good condition.

Grade 6, In A Race With Time, (TE), Macmillan, Page 167.
The petroleum fields and iron mines of Venezuela bring great wealth to its government. Foreign corporations must pay for the privilege of using the resources of the country. Comombia also profits from its oil fields.

Grade 6, In Latin America and Canada, Heath, Page 150.
Latin Americans also complain about the excessive profits made by American business interests in Latin America. Though some of the companies have shown a disposition to deal fairly with the people of the countries where they carry on business, many try to make excessive profits or to dominate the government when they can.

INCOME: PROFIT

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 154.
From the beginning, Rockefeller paid careful attention to every detail that might save money and increase profits for the company.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 158.
When a factory can no longer operate at a profit, it must close.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 31.
The British government had prohibited the import of opium into Great Britian. The British government should have stopped the opium trade for humanitarian reasons. However, the profits from the sale of opium were so great that the practical considerations overrode the moral ones.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 69.
Under feudal conditions, individuals generally owned their own tools, bought or provided their own raw materials, and produced for their immediate consumption. This was simple production with little if any excess or profit.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 193.
India's sugar cane factories are old and out of date. They cannot handle enough cane each day to make a profit.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 205.
The three Indian car manufacturing companies complain that they are not being permitted to earn a fair profit. The government controls the car prices, and by its control over raw materials and other factors it also limits production to a level that the manufacturers contend is inefficient.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 290.
British trade with Nigeria increased sharply in the 19th century. They could navigate the Niger River and trade directly with suppliers in the interior of Africa. They wanted to bypass the coastal chiefs, the African middlemen, in order to make more profit for themselves.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 407.
Without knowing it, a Russian consumer may pay quite a few times the cost of what it took the government to produce something. This extra money is not intended as profit for the government, but it is used by the state to create new industry or a new civic project.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
The communists believed that the government could manage farms and factories so that workers could share in the profits.

INCOME: PROFIT

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 248.
If a company has money left over after paying for the materials and workers, then the businessmen managing the company may keep the money. This is their profit. They may decide to spend some of it on new machines, or they may decide to share some of it with the workers. They may, however, decide to keep most of the profit for themselves.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 284.
Many products and services are provided by national, state, and local governments. The products and services provided are those which businesses are seldom willing to provide because little or no profit can be made from them.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 292.
In Russia, food the government got very cheaply was then sold to factory workers and other consumers in the cities. Profits from selling the food were used to buy more capital equipment.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 350.
Many people in Iran have been unhappy with their government. Except for its oil resources, Iran is poor. Many Iranians disliked the influence that foreigners had on their government. Much of the profits from oil went to foreign nations.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 64.
The farm family no longer raises many products for its own use. Instead the farmer specializes in one or two products for the market. With his profits, he buys goods and services for his family.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 66.
Most American and Canadian farmers specialize in one or two products. They produce whatever will provide the best living for their families. The first thing the farmer asks in deciding what to raise is, "What product would be the most profitable?"

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 182.
Small farmers cannot afford tractors or other machinery. Some farmers, however, are banding together. They have all their fields serviced by the same machinery, operated by paid workers. Crops are rotated to preserve the soil. The profits are divided.

Grade 6, The Ways of Man, (TE), Macmillan, Page 82.
In Western Europe where capitalism developed, the factories, machines, and raw materials were owned by the capitalists, who made a profit from their property. Sometimes these profits were very high. The working people, on the other hand, made only their wages. Often these were so low that they barely paid for food and lodging.

INCOME: RENT

Grade 4, Adventure: Economics, Ohio, Page 25.
Rent is a specific payment due at fixed intervals for the use of another's property (land, house, car, etc.).

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
Business pays people income for their skilled workmanship and their goods. Rent is paid for the use of land.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 49.
Rent is payment for the use of property.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 201.
European farmers had an especially hard life. Most of them did not own the land on which they worked. They were tenants on land which belonged to rich people. As tenants, the farmers had no reason to try to improve their land. If they grew more crops, they would only have to pay higher rent.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 282.
Hoping to make New France much like France itself, the King gave large pieces of the American colonies to those he thought should be noblemen, or seigneurs. The farmers, called habitants, were supposed to rent small plots of land from the seigneurs--and do most of the work.

Grade 5, Caribbean Lands, Fideler, Page 108.
Many farmers in the Caribbean lands do not own the land they cultivate. Instead, much of the land belongs to wealthy individuals or to foreign companies. Some farmers pay rent for the use of the land. Others work for the landowner or give him part of the crops that they produce.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 9.
Often rent must be paid for the use of a room or a place.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 44.
In the Middle East, farming is done under the landlord system. The landlord rents the land for only a year at a time, so that he can raise the rent each year if he thinks the farmer can pay more. In bad years the landlord may lower the rent. The tenant farmer is unlikely to improve the land, since he does not own it. Farmers who own their own land are more likely to improve it because they know they will reap the benefits of any increases in production; a tenant farmer fears that if he improves the land and produces more, the landlord will raise the rent.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 50.
Some of the Middle Eastern peasants' problems arise from the fact that many peasants do not own their own land. Land is owned in the form of large estates by landlords who rent the land to peasants on a high-rate, short-lease basis.

INCOME: RENT

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 49.
For letting him rent the building, Mike paid Johnathan five bags of rice as rent every month.

Grade 5, Man the Toolmaker, (TE), Follett, Page T288.
The great majority of the common people in India worked as farmers. They had to pay rent on land and taxes to the government. And they had to pay with money, not with grain or craft products. In order to earn money, the farmers grew crops that they knew they could sell to British businessmen in the towns and cities.

Grade 5, Man the Toolmaker, (TE), Follett, Page T349.
In Latin America the system of land ownership is often blamed for the poverty of the people. Wealthy landholders own most of the farmland. The peasants who farm the fields of the wealthy landowners receive very low eages for their hard work. The peasants who rent fields from landowners are not much better off. Their plots are small, and a major share of all they raise goes to the landlord as rent payment.

Grade 5, One Nation: The United States, (TE), Ginn, Page 38.
Many of the poor live in crowded, rundown areas of the city, called slums. Sometimes unfair landlords in the slums charge more rent than an apartment is worth.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 114.
Farmers in England often paid rent for the use of land to raise crops.

Grade 6, British Isles, Fideler, Page 95.
About one-half of the farms in Great Britain are not owned by the men who work them. However, the tenants who rent these farms are paid for improvements they make in the land, so they also use good farming methods.

Grade 6, In A Race With Time, (TE), Macmillan, Page 343.
Rent is the price of using land. Most people who live on another's land must pay rent.

Grade 6, Japan, Fideler, Page 121.
In the early 1900's, Japanese farm workers were poor. Most of them were tenant farmers who had to pay as much as one-half of what they raised as rent to their landlords.

Grade 6, Japan, Fideler, Page 131.
Under the Occupation, after World War II, a land reform program was carried out. The Japanese government purchased land belonging to landowners. Tenant farmers were permitted to buy this land by making payments over a long period of time. Today, about four-fifths of Japan's farmers own all the land on which they work.

INCOME: RENT

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 186.
Some of the peasants in Japan owned their own land and paid taxes. But most of the peasants worked on the land owned by the nobles. These peasants paid rent and were often bound to the land.

Grade 6, The Ways of Man, (TE), Macmillan, Page 377.
It has been estimated that from one-half ot three-fifths of China's peasants owned their own land. One-fifth owned part of the land they worked. One-fifth were tenants. Tenants are thought to have paid between half and two-thirds of their crops in rent.

INCOME: WAGE

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 28.
Wages are the cost of labor resources.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
Business pays people income (salary or wages for labor) for their skilled workmanship and their goods.

Grade 4, Four Lands: Four People, Heath, Page 126.
Unskilled labor is slow. It is poorly paid work.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 85.
Ford reasoned that since he now could build cheap cars in volume, he could sell more of them if his employees earned enough to afford to buy them. He later called the $5 wage for an eight hour day, "the finest cost-cutting move we ever made. I can find methods of manufacturing that will make high wages the cheapest wages." And he did.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 88.
Competitive companies were not pleased when Ford raised his workers' wages; workers in other companies learned of the increases and were dissatisfied with their own pay. Many left their jobs to work in Ford's plants.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 135.
Unskilled workers flooded the labor market in the late eighteenth century and throughout the nineteenth century. Since the labor supply was nearly always greater than demand, unskilled workers accepted any jobs at whatever wages they could get.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 38.
Wages are the money received for work done.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T71.
Although working conditions have been improved for the miners in the Andes, their wages are still very low.

INCOME: WAGE

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 164.
There is much resentment of the foreign mining companies in the Andes, because they "take away treasures and leave only wages."

Grade 4, Web of the World, (TE), Macmillan, Page 115.
People use the money they receive for their work--their wages--to buy the things they need.

Grade 4, Web of the World, (TE), Macmillan, Page 117.
Skilled workers usually earn more than unskilled workers.

Grade 4, Web of the World, (TE), Macmillan, Page 120.
Productivity explains why wages have gone up in the United States over the years. Workers in the United States get higher wages than workers in many other countries. The most important reason for this is that American workers produce more than many other workers. They produce more because most of them have some education and training.

Grade 4, Web of the World, (TE), Macmillan, Page 121.
Every week, or every two weeks, or once a month, each worker gets his money wage. For some workers, this is called his salary. A worker's real wages are the goods and services he can get in exchange for his money wages.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 28.
Wages are the cost of labor resources.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 242.
Even in the early 1900's businessmen often hired young children to sweep factory floors or turn simple machines. The children who worked in the factories were paid very little, and working conditions were poor. But parents needed whatever money the children earned.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 248.
In the 1880's, the Chinese who came to the United States were mostly laborers who were willing to work for lower wages than American workers.

Grade 5, Caribbean Lands, Fideler, Page 67.
United States companies brought many benefits to the people of the Caribbean Lands. They employed thousands of workers, often paying them much higher wages than they could have received from local employers.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 5.
Local newspapers can tell you what job opportunities there are and the wages they are willing to pay for the different services and goods.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 38.
Mike, the owner of the Trading Post, was willing to pay Bosko five bags of rice a week as a wage in return for Bosko's services.

INCOME: WAGE

Grade 5, One Nation: The United States, (TE), Ginn, Page 117.
Every American worker is paid for doing his or her regular job. Workers receive an income in return for the work they do. Salary or wages are the terms used by economists to describe income. Most workers are paid every week or every two weeks. Some workers receive their salaries or wages at the end of each month.

Grade 5, One Nation: The United States, (TE), Ginn, Page 443.
Many American workers in the 1800's were very unhappy, with good reason. Most of them worked ten to twelve hours a day, six or seven days a week. For those long hours, they were paid under $490 a year--less than $10 a week. Women and children earned much less, sometimes as little as twenty-five cents for a long and difficult work day.

Grade 5, One Nation: The United States, (TE), Ginn, Page 467.
F.D.R. said that the working men and women of the United States had been getting a bad deal. They were working too many hours and getting too little pay. Congress agreed. They passed a law to help the American workers. The law said that men and women should not work more than forty hours a week unless they were paid extra money. The law also said they should receive at least forty cents an hour.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 258.
Today most Americans are wage earners.

Grade 5, The South, Fideler, Page 89.
During the twentieth century, the number of tenant farms in the South decreased. With the growth of industry, many tenants left the farms to take jobs in factories. Workers who were still willing to do farm work demanded higher wages.

Grade 6, Africa, Fideler, Page 66.
In some areas of Africa, the Europeans took over the best farmlands in order to start money making rubber and cocoa plantations. The Africans were no longer allowed to use these lands for hunting and grazing, so they had no way to support themselves and their families. They were forced to go to work for the white men at very low wages or else move their families to unfamiliar and less fertile land.

Grade 6, Africa, Fideler, Page 142.
To most Europeans, Africa was simply a storehouse of raw materials to be used for their own benefit. They paid low wages to the African laborers who worked for them, and they kept the profits they made for themselves.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 100.
The term money wages, refers to payment for services made in negotiable legal tender.

INCOME: WAGE

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 93.
One of the grim aspects of the Industrial Revolution in the early nineteenth century was the fate of hand weavers who clung to their trade as the price of cloth dropped, and thus their wages dropped lower and lower.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 109.
Child labor was as efficient as adult labor for many unskilled jobs; since a child's wages were very low, the competition of children with adults not only kept many adults from getting jobs, but also kept all wages low.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
During the early years of the Industrial Revolution, businessmen made profits by paying low wages and charging high prices.

Grade 6, Eleven Nations, (TE), Ginn, Page 34.
Probably most factory workers during the 1800's, would have spent shorter hours at their jobs had they earned more money, but wages were low. Most people had to work twelve and even fourteen hours a day, six days a week. Even then, they earned barely enough to keep themselves and their families alive.

Grade 6, India, Fideler, Page 63.
Many of the people in Bombay earn low wages. Others cannot find work.

Grade 6, India, Fideler, Page 86.
Millions of farmers have so little land that they can barely raise the food that they and their families need. In order to earn a living, some farmers work for other men, but their wages are very small.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 78.
In 1860, law gave women the right to have control of any wages she earned.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 79.
In the early nineteenth century, many new factories were built to produce cloth and other goods. To operate the machines in these factories, the owners hired large numbers of women workers. This was partly because women would accept less pay than men.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 144.
The new machines and methods of production of the Industrial Revolution made it possible to produce much larger amounts of goods and services than ever before. This increased productivity has made it possible for workers to earn high wages. With more money to spend and more goods and services available to buy, most Americans today enjoy a higher standard of living than people did before the Industrial Revolution.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 149.
When new equipment is installed, the rate of production usually increases and so do the worker's wages.

INCOME: WAGE

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 150.
In America, before the Industrial Revolution, few people other than servants were wage earners.

Grade 6, Inquiring About Freedom. (TE), Fideler, Page 151.
It was not easy to escape from being a wage earner in the late 1800's, as most people thought. Wages were low, especially in times of depression.

Grade 6, The Interaction of Cultures,(TE), Allyn and Bacon, Page 13.
The Renaissance and Reformation led to freedom to think and experiment. The rise of towns and the development of a merchant class led to strong and efficient capitalistic economies. Similarly, serfdom gave way to a system of wages, rents, and investment.

Grade 6, The Interaction of Cultures,(TE), Allyn and Bacon, Page 70.
With the capitalist revolution, products were no longer made by the owner of the instrument of production. Instead the labor of others created the product while the laborer was paid a wage, having no relation to the product he produced.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 76.
During the Industrial Revolution, the farmers suffered. Their wages remained low, while the cost of the items they consumed rose.

Grade 6, Japan, Page 121.
In the early 1900's, most Japanese industrial workers earned such low wages, they could not afford to buy many goods for their own use.

Grade 6, Japan, Fideler, Page 146.
The wages of the average Japanese worker may seem low to an American, however, the Japanese receive more than just their regular paychecks. It has long been traditional for the Japanese employer to take care of and protect his workers. The average employer spends about as much money on extra benefits for his workers as he spends for their wages.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 144.
By the time the later immigrants arrived, the Industrial Revolution had spread from Europe to the United States. There were many factories in and around the port cities. Because the immigrant men had no factory skills, they had a hard time getting jobs. Pay was low, and often the whole family had to work to get enough money for food, clothing, and rent.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 201.
Sharecroppers work hard farming land which belongs to a wealthy landowner. In return for their work, they receive a share of the crop, but no wages. In most years, the share of the crop is barely enough for his family's living expenses.

INCOME: WAGE

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 218.
In the 1800's most Russians were poor peasants who did hard farm work. By the 1900's, several years of poor harvests left the peasants even poorer and without enough food to eat. At the same time, city workers were also unhappy. Wages were low and hours were long.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 111.
In ancient Sumer and Egypt, the landowner often had more crops than they needed for themselves and their families. These landowners often hired craftsmen to make other items they wanted and paid them with the surplus goods obtained from the peasants.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 292.
The middle class was further expanded as the factory owners sought people to manage the factories. These men who were in charge of the running of the factories did not usually own them, but their jobs were very important. These people were paid salaries, or fixed sums of money, each week or month.

Grade 6, The Ways of Man, (TE), Macmillan, Page 82.
In western Europe, capitalism developed. The factories, machines, and raw materials were owned by the capitalists who made a profit from their property. Sometimes these profits were very high. The working people, on the other hand, made only their wages. Often these were so low that they barely paid for food and lodging.

Grade 6, The Ways of Man, (TE), Macmillan, Page 449.
Japanese wages are not as high as those received by workers in the United States. They are rising rapidly, however, and have already reached--and in some cases passed--wage rates of Western European workers. The productivity of Japanese workers has always been very high. Productivity means the amount produced in each hour of a worker's time. When Japanese worker's wages were very low, that fact plus their high productivity gave Japan a great advantage in competing with other countries.

INVESTMENT: SAVING

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 33.
The process of saving requires giving up present consumer goods for future goods. However, savers may receive interest or dividend payments for the use of their money.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 163.
Part of one's income can be put in savings for future spending.

Grade 4, Four Lands: Four People, Heath, Page 143.
The railway of Sao Paulo paid money to those who invested their funds in building it.

INVESTMENT: SAVING

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 122. The individual's participation in the economy may take the form of savings and investing his money. America's economic growth would not have been nearly so great had it not been for savings and investment on the part of many thousands of individuals.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 124. The person who has saved up some capital and wished to invest it must decide whether to invest his money in an existing enterprise or to start a new one.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 173. Investment is the use of money to buy a share of a business endeavor, from which the investor hopes to receive a profit. Purchasing stock in a corporation or placing money in a savings account, are methods of investing money.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 167.
Savings accounts are used by people for money they will not need for a long time.

Grade 4, Web of the World, (TE), Macmillan, Page 130.
The money to buy machines and buildings that hold machines come from people who do not spend all they earn--this money is called savings.

Grade 4, Web of the World, (TE), Macmillan, Page 131.
Some people start a business with the money they have saved. Banks also loan money to new businesses.

Grade 4, Web of the World, (TE), Macmillan, Page 132.
The fact that many people choose to save rather than spend is very important. Saved money can be invested. Money that is invested can be used for capital goods. Capital goods are things used to produce other things. Machinery and factory buildings are capital goods.

Grade 4, Web of the World, (TE), Macmillan, Page 134.
Sometimes people cannot save. They earn very little. Everything they get for their work they must use to meet their needs. Because people cannot save, there are no savings to invest in capital goods in some areas.

Grade 4, Web of the World, (TE), Macmillan, Page 139.
People can choose to save part of their wages and put these savings to work.

Grade 4, Web of the World, (TE), Macmillan, Page T81.
Production of capital goods is made possible by saving and investment. The more (or less) a country is able to allocate for the formation of capital, the more (or less) it is able to produce.

INVESTMENT: SAVING

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 252. Andrew Johnson's secretary of state, William Seward, believed that America should buy Alaska. Seward finally persuaded Congress that Alaska would be a good investment, and it was bought in 1867 for a price of about two cents per acre. Alaska has returned to Americans thousands of times its purchase price.

Grade 5, American Neighbors, Fideler, Page 3-119. Money is needed if new industries are to be established in the Caribbean Lands. Most of the money in the Caribbean Lands is in the hands of a few wealthy people. Many of these people are unwilling to invest their money in industries in their own countries because they fear revolutions or dictatorship. Some foreign businessmen are also uneasy about investing their money in this region.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 323. Because much Mexican wealth was tied up in land, foreign businessmen built factories where Mexicans had failed to do so.

Grade 5, Canada, Fideler, Page 184. Much of the money that has been used to develop Canada's industries has come from the United States. Nearly two-thirds of all the factories in Canada are owned by people in the United States, and Americans control most of Canada's petroleum and natural gas industry.

Grade 5, Caribbean Lands, Fideler, Page 62. Because the Central American countries had little money of their own, they often invited foreign companies to invest money in important projects. As a result, foreigners came to own much valuable property in Central America.

Grade 5, Caribbean Lands, Fideler, Page 69. People from other parts of the world are helping the Caribbean countries. The United States government has loaned money to countries in this region for roads and for other important projects. Private businessmen are investing money in factories and other enterprises.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 12. Savings are that part of income not spent for consumer goods; also, the retained earnings of businesses and the excess of government revenue over expenditures.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 32. Saving makes funds available for capital formation. Spending of savings for capital formation is called investment. Investment provides for better tools and equipment to produce more and/or better consumer goods and services in the future.

INVESTMENT: SAVING

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 33. The process of saving requires giving up present consumer goods for future goods. However, savers may receive interest or dividend payments for the use of their money.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 50. In the United States, more income is earned than is spent for consumption. The difference (savings) is available for investment in new capital (production facilities).

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 10. The amount of capital resources available to a country depends on the willingness and ability of the people to save their income and upon their ability to borrow from abroad.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 64. Surplus products can be converted into capital, which a nation can invest in machines, transportation facilities, agricultural improvements, etc., to increase production and raise the standard of living.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 111. Inefficient agricultural methods keep most of the population tied up in production of food. Without a surplus, there can be no division of labor nor any investment in education and capital, and thus no economic growth.

Grade 5, Man the Toolmaker, (TE), Follett, Page T129. The fact that the grains could be stored a long time might have encouraged gatherers to save some for future use.

Grade 5, Man the Toolmaker, (TE), Follett, Page T277. When a person makes an investment, he spends money in the hope of earning more money later. For example, a factory owner might buy an expensive new machine. He expects the machines to increase production and his profits, too.

Grade 5, Man the Toolmaker, (TE), Follett, Page T408. Very likely, a successful investor puts much of his earnings into other investments; and some are used to improve his lifestyle. In addition to the investor, money spent on investments benefit workers, merchants, factory owners. and others who gain jobs or business from the enterprise.

Grade 5, Midwest and Great Plains, Fideler, Page 219. People who have invested money in the company expect a good profit on their investment.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Pages 107 and T49. Governments having a surplus of money sometimes invest it in the journeys of discoverers and explorers.

INVESTMENT: SAVING

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 111. In 1496, King Henry gave John Cabot permission to explore for England. Some merchants of Bristol, England, agreed to invest the money needed to pay the cost of the trip. These merchants expected new markets to buy and sell their goods as a return for their money.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 124. People who invested money in new colonies in America helped to build our country.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 341. American businessmen believed that new markets and overseas investments would bring more industrial growth.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 345. The United States declared in 1890, that all sugar coming in from Cuba would be tax-free. The result was increased production of sugar in Cuba. Many Americans invested money in the sugar industry of Cuba, hoping to make a great profit.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 350. American businessmen developed the sugar and pineapple industries of Hawaii.

Grade 5, This Favored Land, (TE), Macmillan, Page 117. During the 1800's, many rich Americans took the fortunes they had made in trade and invested them in manufacturing.

Grade 5, This Favored Land, (TE), Macmillan, Page 243. One reason cities did not grow rapidly in the South was that Southerners were not interested in putting their money into manufacturing.

Grade 5, This Favored Land, (TE), Macmillan, Page 244. Those people in the South who had money to invest chose to put it into cotton plantations and slaves. They did not choose to put it into shipping lines, and storage warehouses and insurance companies and banks.

Grade 6, Africa, Fideler, Page 123. Factories in Europe and the United States need the minerals that are found in Africa. For this reason, Europeans and Americans have spent millions of dollars to establish mines in Africa.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 100. The ox or plow is the farmer's capital; therefore the money paid for these is an investment.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 108. To have capitalism, there must first be a surplus so that men can begin to put goods or money aside as savings; the accumulated savings provide available capital; the capital can be used to provide profits for the investor.

INVESTMENT: SAVING

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 105. All over the world underdeveloped nations want industrialization. As we know, this calls for capital in vast quantities--billions of dollars. Machines are far more costly than they were in the eighteenth century, and although the supply of capital in the world is greater than ever before, the demands for the capital are also greater. Either the government or individuals must save to make the funds of investment available.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 112. Continued economic growth is possible only with continued capital investment. This is because increasing output per person is only possible if money is invested in machines. A large percentage of capital investment was necessary at the early stages of the Industrial Revolution because factories and machines had to be built. This capital came largely from current production. One reason for the widening gap between developed and developing nations is that a smaller proportion of production goes to create capital in the developed than in the developing nations.

Grade 6, Cultures in Transition, (TE), Follett, Page T73. Today, people still buy shares of large industries or businesses. Genoese shipping was well worth the investment, since shipping was usually very profitable.

Grade 6, Cultures in Transition, (TE), Follett, Page T169. Some merchants had long used money in the businesses. But usually they spent most of their money on goods, not on increasing production. With the expanding trade of the Middle Ages more merchants began using money to help increase production or make their businesses bigger. This, in turn, would produce more capital. Businessmen increased in numbers and in wealth. The businessmen looked for still more and bigger businesses in which to invest.

Grade 6, Cultures in Transition, (TE), Follett, Page T380. Making the initial investment in machinery and raw materials for a factory was a tremendous burden for an individual. If business failed or profits were low at first, the investor could lose all he had. The Japanese government was willing to take these risks because it had a great deal more capital than the individual citizen. A temporary loss in one industry could be covered by the profits from another.

Grade 6, Cultures in Transition, (TE), Follett, Page T380. In Japan, most prosperous businessmen spent factory profits on better machinery or other industrial improvements, rather than on luxuries for themselves.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 12. Savings are that part of income not spent for consumer goods; also, the retained earnings of businesses and the excess of government revenue over expenditures.

INVESTMENT: SAVING

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 32.
Saving makes funds available for capital formation. Spending of savings for capital formation is called investment. Investment provides for better tools and equipment to produce more and/or better consumer goods and services in the future. The process of saving requires giving up present consumer goods for future goods. However, savers may receive interest or dividend payments for th use of their money.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 50.
In the United States, more income is earned than is spent for consumption. The difference (savings) is available for investment in new capital (production facilities).

Grade 6, Economic Education for Arkansas Elementary Schools, Page 195.
It is only through savings that capital is formed. In an underdeveloped, or poor nation where the people must use all of their income to satisfy their basic needs, there is nothing left to save. Consequently there is no capital formation.

Grade 6, Eleven Nations, (TE), Ginn, Page 366.
It takes great amounts of money, as well as other kinds of capital, to develop the way Japan has developed during the past hundred years. The money might have come from savings, but probably the Japanese people of 1867 did not have much savings to put into businesses--to invest. It came from exports, agriculture, and businessmen.

Grade 6, Eleven Nations, (TE), Ginn, Page T35.
Capital investment by the Japanese government, resulting in increased railroads, communications networks, and schools, has served to increase the rate of growth of the economy.

Grade 6, In A Race With Time, (TE), Macmillan, Page 96.
In recent years El Salvador has had good leadership from the military and important landowners. Under this leadership, the tiny nation has become more industrialized than its neighbors. Investors feel safe in putting their money into factories and other businesses.

Grade 6, In A Race With Time, (TE), Macmillan, Page 128.
Many people of the United States and Canada began to invest money in Cuban sugar plantations and mills, railroads, and other businesses. But the frequent troubles in Cuba made investors uneasy.

Grade 6, In A Race With Time, (TE), Macmillan, Page 133.
Puerto Rico, went through great changes after the Spanish-American war. The United States provided money to build highways and schools, to improve health conditions, and to develop agriculture. Within a few years, Americans had invested heavily in Puerto Rico's sugar plantations, mills, banks, and businesses.

INVESTMENT: SAVING

Grade 6, In A Race With Time, (TE), Macmillan, Page 320.
The growth of Brazilian industry has attracted foreign businessmen. In 1972, they invested $3 billion in Brazil--more than in all the rest of South America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 376.
A large part of the money used for developing transportation, communication, and manufacturing is furnished in Latin America by governments. Money is borrowed from citizens and from bankers at home and abroad. Loans are secured from foreign governments or from international organizations.

Grade 6, In A Race With Time, (TE), Macmillan, Page 417.
The United States came out of World War II even more powerful than it was at the beginning of the conflict. Its citizens had money to invest, and much of it went into Latin American businesses. Latin American mines, oil fields, and manufacturing plants came to an increasing degree under the United States' ownership.

Grade 6, India, Fideler, Page 98.
It takes a great deal of money to build the new factories and make the other improvements called for in the Five-Year Plans. India is providing most of this money itself, even though many Indian people are so poor that they do not have all the food they need.

Grade 6, In Latin America and Canada, Heath, Page 152.
Recent years have seen a growing interest in Latin America on the part of Canadians. Trade with Latin America has increased and more and more money is being invested in Latin America.

Grade 6, Japan, Fideler, Page 118.
One sign of Japan's prosperity is the fact that almost every family has money in a savings account.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-15.
Money remains a critical problem in India not only for investment, but for buying raw materials, mining underground resources, developing power and energy potentials, and educating and training leaders in managerial and technological skills as well as training a skilled work force.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 320.
Many people from the United States and Europe invested money in Brazil, with which railways and roads were built and shipyards were constructed.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 214 and 221.
Latin America's economic growth is hampered by a lack of savings and of investment in natural and human resources, a low level of technological development, poor marketing facilities, and competition from more efficient foreign businesses.

INVESTMENT: SAVING

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 234 and 244.
International business systems bring the people of the earth closer together by facilitating the flow of savings from one part of the world to another and encouraging international trade and economic development.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 142.
Factory owners made money, and used it to buy more machines and natural resources. Then they built more factories. They invested their profits.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 292.
Some of the original members of the upper class became interested in business and invested their money in industry.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 401.
Parliament set aside a large amount of money to be loaned to corporations which the government organized. These corporations, called development corporations, were expected to use the money for such purposes as building houses and apartments; industrial buildings, offices, and shops; roads and sewer systems; and provide all other essential services.

Grade 6, The Ways of Man, (TE), Macmillan, Page 75.
American investment in Western Europe is very heavy indeed. American automobile companies own large shares of European car firms. Many American companies in all sorts of businesses have set up branches in Europe.

Grade 6, The Ways of Man, (TE), Macmillan, Page 195.
In the past Nigerian wealth was spent on luxuries such as houses and clothing. Today modern houses and cars are wanted, and every man hopes to send his son to study in England. Business profits are rarely invested in manufacturing.

Grade 6, The Ways of Man, (TE), Macmillan, Page 350.
The Indian people have such low incomes that most of them must spend, for things to use right now--every cent they make. They cannot afford to save 15 percent of what they make. When people can save, their savings can be loaned out to businessmen (invested) for the production of capital goods. If savings are not available, the capital goods cannot be produced. If the capital goods cannot be produced, production cannot be increased in the future. An economy cannot grow without capital: capital is saving: saving is not consuming.

Grade 6, The Ways of Man, (TE), Macmillan, Page 512.
Western Europe worries over being swamped by American capital, Japanese leaders are worried about this also.

MARKETS: ECONOMIC SYSTEMS

Grade 4, Adventure: Economics, Ohio, Page 62.
In a market economy, market refers to the process of buying and selling.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 33.
Resources are allocated in accordance with the desires of the people as determined in the market place.

Grade 4, Colonial America, Fideler, Page 101.
Fishermen in New England caught more fish then they needed, so they cleaned and dried them to keep them from spoiling. Then they shipped them to markets in Europe.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 111.
In this country, people are free to buy and sell goods and services. Consumers basically determine what will be produced and what will be stocked, by the way they spend their money in the market place.

Grade 4, Economic Education for Washington Schools. K-6, (DEEP), Page 5.
If all the demands of individual consumers for a product are added together, the total demand for that product is obtained. It is the total demand that is important to the producers.

Grade 4, Economic Education for Washington Schools: K-6, (DEEP), Page 7.
When a producer offers goods for sale in the market he is supplying goods. If consumers demand changes, it will eventually cause producers to change their production.

Grade 4, Economic Education for Washington Schools: K-6, (DEEP), Page 9.
The prices of most goods and services in the United States are determined by the interaction of supply and demand in the market.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 52.
The price paid for a good or service in the market place is determined by supply and demand.

Grade 4, Four Lands: Four People, Heath, Page 112.
British ships carried cotton and other raw materials from India to British factories. The Indian people provided a market for machines--made cloth.

Grade 4, Four Lands: Four People, Heath, Page 136.
People will buy goods at the lowest price available in the market. The sugar boom ended in a bust when Brazilian sugar lost customers to cheaper sugar which was grown elsewhere.

Grade 4, Four Lands: Four People, Heath, Page 142.
Demand for Sao Paulo coffee brought a boom; overproduction of coffee then threatened to cause an economic bust.

MARKETS: ECONOMIC SYSTEMS

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42. Canned food is cheaper today because the supply is more than ample to meet the demand.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 70. The invention of weaving machines brought great demand for yarn. When demand became greater than supply, it resulted in higher prices for yarn, a situation which encouraged men to devise spinning machines to make yarn faster.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 126. Stock exchanges are marketplaces where the buying and selling of stocks is made easy for the public.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 135. Unskilled workers flooeded the labor market in the late eighteenth century and throughout the nineteenth century. Since the labor supply was nearly always greater than demand, unskilled workers accepted any jobs at whatever wages they could get.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 173.
Supply and demand affect prices.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 174.
When there is a large supply of a product on the market, competition usually brings the price down. But where their is only a small supply of a product, there is not as much competition, and the price is usually high.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-3.
Prices are affected by competition, by supply and demand, and by the relative value of goods and services to buyers and sellers.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 89.
The market system is the whole process of buying and selling goods and services in all the market places.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 46.
Farmers have little or no control over the price of wheat, since they compete with thousands of other farmers.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 69.
Water supply of the United States is unevenly distributed, and the demand for this resource in some areas exceeds available supply.

MARKETS: ECONOMIC SYSTEMS

Grade 4, Our Working World: Regions of the United States, (T) , 2nd ed., S.R.A., Senesh, Page 72.
The cost of water depends on the supply available and the demand for the resource.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 91.
The location of factories is affected by the location of markets and raw materials.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 100.
The future of the South Central Region depends upon its success in finding markets for its products and in dealing with the problems that often result from dependency on government spending.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 106.
The development of certain products in a region is dependent upon markets available for those products.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T88.
Today Chicago is the business and manufacturing center of the Midwest and is one of the world's most important grain and livestock markets.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 66.
The people of Ifalik need homes and food and clothing. But they have no stores from which they can buy their clothes and food. There are no houses for sale or rent to provide them with shelter. One-half mile of land and one mile of lagoon must supply them.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 163.
Market days draw crowds of people to Peru's mountain cities. On market days, many different kinds of products, as well as news, are exchanged.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 189.
About one hundred years ago, the general store sold everything.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 214.
William Penn set up rules for his colony forbidding trade except in the markets established in the towns.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 225.
The prices of goods and services are determined by the forces of supply and demand in the market.

MARKETS: ECONOMIC SYSTEMS

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 226.
When a person buys goods or services, he has a demand for them. The price one pays, depends partly on how many other people have a demand for them too. What one pays also depends on the supply.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 308.
During the first cattle drives, most animals sold for good prices. News that money could be made by raising cattle brought a rush of people to the plains. Later, many people raised cattle. There was more beef than people wanted or could use. When the markets had too much, the prices went down.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 4.
The Indian economy changed slowly. Indian decisions on how to use resources were based on traditional ways of doing things. In the modern United States economy, decisions on how to use resources are based on market prices.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP),Page 11.
The discovery of the Pacific Northwest created new markets in which the Indians could exchange their goods for those of the Americans.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 12.
Once it was discovered, the Pacific Northwest began to specialize in products that it could sell in world markets.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 19.
When methods of transportation and communication improved, the pioneers began to specialize in products that they could trade or sell to others.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 31.
Because of improved methods of transportation and the ease with which specialized products can be sent to distant markets, the scope of markets has increased.

Grade 4, Teachers Guide to Economics, Grade 4, Oregon (DEEP), Page 37.
The prices in the market place tell businessmen what to produce, how much to produce and how to produce it.

Grade 4, Web of the World, (TE), Macmillan, Page 179.
People get the goods and services they need by selling and buying. This exchanging takes place in many kinds of markets in all countries of the world.

Grade 4, Web of the World, (TE), Macmillan, Page 180.
There are many types of markets.

MARKETS: ECONOMIC SYSTEMS

Grade 4, Web of the World, (TE), Macmillan, Page 185.
In street markets, buyer and seller bargain with each other. That is, they talk over the prices for which goods are sold. In a modern store, there is no such bargaining. A buyer in a modern store can find the price stamped on the package of food. The buyer does not talk with the seller about whether the price is fair.

Grade 4, Web of the World, (TE), Macmillan, Page 190.
The demand for something means how much of that thing people want to buy. The supply means how much is offered for sale. If on Monday the demand for tomatoes is high and the supply is low, tomato sellers would get a good price.

Grade 4, Web of the World, (TE), Macmillan, Page 193.
The price of corn is set by buyers and sellers bargaining directly with each other.

Grade 4, Web of the World, (TE), Macmillan, Page 194.
In the United States consumers have the most to say about what shall be made in the factories. They do so by buying or not buying certain products or goods. By buying or not buying goods, consumers "vote" for what they want to have produced.

Grade 4, Web of the World, (TE), Macmillan, Page 201.
When someone says the market for coffee is growing, they do not mean that the place where coffee is bought and sold is getting bigger. They mean that the number of possible customers for coffee is going up, that means the number of people who are possible customers for what a seller has to sell is increasing.

Grade 4, Web of the World, (TE), Macmillan, Page 203.
Transportation has a great deal to do with the size of markets. All of the United States is one big market.

Grade 4, Web of the World, (TE), Macmillan, Page 230.
Markets are people selling goods to people.

Grade 4, Web of the World, (TE), Macmillan, Page 241.
People must send their goods to markets if the workers are to receive their pay.

Grade 4, Web of the World, (TE), Macmillan, Page T117.
Prices are largely determined by the demand for and supply of goods and services. In a free enterprise society, the decision-making process functions through markets.

Grade 5, Adventure: Economics, Ohio, Page 18.
The market system -- the competitive bidding of producers for goods and services in the factor market; and of consumers for goods and services in the product market -- is a way in which a society can coordinate its economic activities.

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Grade 5, Adventure: Economics, Ohio, Page 62.
In a market economy, market refers to the process of buying and selling.

Grade 5, The Adventure of Primero Dinero, Jackstadt and Hamada, Page 38.
Resources are being reallocated in accordance with the desires of the populace in accordance with the market.

Grade 5, American Neighbors, Fideler, Page 3-116.
Many people in the Caribbean Lands earn their living by growing export crops or processing them for market.

Grade 5, American Neighbors, Fideler, Page 3-124.
In Central America, all of the republics except Panama have joined together in a "common market." These countries have eliminated tariffs, or taxes, on most products shipped from one common market country to another. The common market has helped to increase trade and encourage industry in Central America.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T51.
The market for China's products was most lucrative in early days of American trade.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 51.
Britain tried to protect her colonies. Englishmen were not allowed to buy tobacco from anywhere but English colonies. This guaranteed the American planters a large market which they did not have to share with any other country.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 100.
The China trade began in the 1780's, when New England ships first let down their anchors in China's harbors. These early ships carried furs on the long journey from the Pacific Northwest to China, where the sailors sold the furs and bought Chinese dishes, silks, and tea. These goods were in great demand with New England merchants, so the first ships to reach home with their cargo could always get the best prices.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 115.
As more and more people rushed to California to look for gold, San Francisco became a boom town. Suddenly the storekeepers and the innkeepers had more business then they could handle. Food had to be rushed in from Oregon and even Hawaii. The price of ham and eggs and coffee leaped to six dollars.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-1.
A market systems price system, works best when buyers and sellers are highly competitive.

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Grade 5, Caribbean Lands, Fideler, Page 107.
Caribbean farmers grow crops mainly for their own use rather than for sale. Occasionally they may take some of their crops to market to sell or to trade for articles that they cannot make themselves.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 40.
Market prices serve to ration and allocate available goods and services. Laborers exchange their services in the market place for income in the form of salary, wages or fees. In the market, the price paid for the use of land is called rent, and the prices for the use of money is called interest.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 119.
The price of a product depends on the total supply of the product and the total demand for it at the market.

Grade 5, Economic Education for Washington Schools: K-6, (DEEP), Page 3.
In our private enterprise system, consumer demand in the market is the main force that allocates the productive resources among competing wants.

Grade 5, In These United States, Heath, Page 48.
These couthern colonies exported tobacco, rice, indigo to Naval stores.

Grade 5, In These United States, Heath, Page 91.
Because New England has serious disadvantages in marketing, its industries often suffered in comparison with those of other regions.

Grade 5, In These United States, Heath, Page 96.
Because more than three-fourths of the people live in cities and towns, there is a strong market for agricultural products.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 42.
One-crop economies are vulnerable to world market pressure; if one year the world supply of cotton goes up rapidly, or if the demand for cotton drops, the price of cotton drops; the economy could be ruined.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 99.
Water was worth money in Kuwait because the country had no water of its own. Water had to be imported from Iraq. Since water was scarce and demand was great, water cost money.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 125.
Since oil production in the Communist area is almost as great as oil consumption, it therefore, offers almost no market for Middle East oil at present.

Grade 5, Man the Toolmaker, (TE), Follett, Page T211.
For a long time, the supply of iron was limited because few people knew how to make it. The Hittites were very careful to keep the iron-making methods a secret. Anyone who wanted the new iron had to purchase it from the Hittites, who charged very high prices. The Hittites sold iron all over the Near East and as far away as Italy.

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Grade 5, Man the Toolmaker, (TE), Follett, Page T282.
The European merchants used China as a market for their own goods. They knew that China had a large population. They knew the Chinese still made all their goods by hand. They also knew their factories at home could produce more goods than they could sell to people in their own countries. So they figured they could earn quite a bit of money by selling the products of European factories to the Chinese.

Grade 5, Man the Toolmaker, (TE), Follett, Page T289.
Indian farmers used few products made by their village artisans. Instead they bought British goods. British factory products were cheaper to buy than handmade goods. This meant the artisans now had little work and were very poor.

Grade 5, Man the Toolmaker, (TE), Follett, Page T355.
The nonindustrial countries, if their industries grew, would have enough wealth to buy foreign goods. They could become new markets for the industrial nations.

Grade 5, Midwest and Great Plains, Fideler, Page 204.
Farmers depend on adequate transportation as a way of getting their products to market.

Grade 5, Midwest and Great Plains, Fideler, Page 223.
The Great Plains States as a whole are sparsely populated. As a result, markets here are small and there is not a large supply of factory workers.

Grade 5, Midwest and Great Plains, Fideler, Page 225.
There are large markets nearby for steel produced around the Great Lakes.

Grade 5, The Northeast, Fideler, Pages 204 and 206.
A factory cannot operate without customers to buy its products. In other words, every factory must have a market.

Grade 5, The Northeast, Fideler, Page 208.
There is a huge market for manufactured products in the Northeast.

Grade 5, One Nation: The United States, (TE), Ginn, Page 112.
Specialization demands a market where buyers and sellers can meet to exchange goods and services, and a market requires a medium of exchange--money.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Pages 44 and 104.
The fluctuation in the supply of or demand for a product can change its price.

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Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 114.
Newspapers, pamphlets, and books, even in western areas, disseminated political information. They greatly helped widen local markets into regional or national markets for goods and ideas.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 230.
The price of a product is determined in the market.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 236.
A seller with a monopoly can sell a product for a higher price than he might if there were other sellers nearby. If a buyer will not pay what that seller asks, he has no choice but to do without the product.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 124.
Businessmen encouraged people to move to America to produce materials and buy goods exported to America from England. The businessmen needed a market for their goods.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 144.
Country stores in early America provided people with goods and services and they also served as places where people met friends and heard the latest news.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 185.
In cities such as New York, Philadelphia, and Boston, the farmers found a market--good opportunities for selling, buying, and trading goods--for their products.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 329.
Following the Civil War, America developed into an important industrial power. Businessmen found it necessary to look overseas for raw materials and new markets.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 341.
American businessmen believed that new markets and overseas investments would bring more industrial growth.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T81.
Good markets for goods, and a good means of transporting goods to market are important economic factors.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T134.
Businessmen are concerned about expanding the markets for their products.

Grade 5, The Social Studies and Our Country,(TE), Laidlaw, Page T138.
Because the industrial nations sought markets, raw materials, and power, they began establishing colonies in the late 1800's.

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Grade 5, The South, Fideler, Page 36.
A long growing season in the South helps farmers. In the South, crops can be planted and harvested earlier than they can in northern states. These crops can be sold in areas where winters are long and cold. Also, farmers in some parts of the South can grow such crops as cotton and oranges, which cannot be grown in the northern part of the United States.

Grade 5, The South, Fideler, Page 115.
Memphis is the main trading and business city for western tennessee and parts of neighboring states. It is one of the world's largest markets for cotton and hardwood lumber.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon (DEEP), Page 30.
In a market economy nearly every product and nearly every resource is bought and sold.

Grade 5, Teachers Guide to Economics, Grade 5, Oregon, (DEEP), Page 34.
The colonists, the frontiersmen and the pioneers were "do-it-yourself" people. They bought and sold a few things, but most of the things they needed were homemade. Nowadays, nearly every product and nearly every resource is bought and sold.

Grade 5, This Favored Land, (TE), Macmillan, Page 217.
Gold was the magnet that drew people to California in 1849 and in the early 1850's. Many found that all their efforts to get gold came to nothing. They soon turned to jobs in the mining towns. The prices of goods and labor, which were hard to come by, went up and up and up. So storekeepers and farmers, who could sell the miners food, clothing, and shelter, were often the ones who found their fortunes in the gold rush, rather than the miners.

Grade 5, This Favored Land, (TE), Macmillan, Page 219.
Services were in great demand in California during the 1849 gold rush. It cost a dollar and a half to have a shirt washed and ironed. The miners were willing to pay that, but the launders were months behind in their work. Some of the men sent their wash to Hawaii to be cleaned. They got them back in eight weeks, and the cost was much less than in San Francisco.

Grade 5, This Favored Land, (TE), Macmillan, Page 312.
During the 1850's, the size of businesses began to grow. More and bigger plants, were built by more and more producers. Many industries--whiskey, iron, stoves, bread, for example--grew too much. They could produce far more than even the growing country could buy. Companies tried to put rivals out of business by cutting the price.

Grade 5, This Favored Land, (TE), Macmillan, Page 334.
Generally, the growing season is too short for corn and wheat in the Dairy Region. However, dairy cattle do well here, and dairy farming is profitable because there are large markets nearby. Dairy farms have to be near cities--their markets--or in areas that grow feed crops for cattle very cheaply.

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Grade 5, This Favored Land, (TE), Macmillan, Page 356.
The clothing industry is typical of New York's light manufacturing. The industry developed here because there are workers and markets available. The millions of city people served by hundreds of stores made up a huge market. Buyers for clothing stores all over the country go to New York to buy.

Grade 5, This Favored Land, (TE), Macmillan, Page 357.
Markets explain the importance of "truck farming" in the Northeast. Farmers who grow vegetables and fruits are often called "truck farmers." They load their trucks with products every day and drive to nearby cities to sell them.

Grade 5, This Favored Land, (TE), Macmillan, Page 408.
Owners of small farms specializing in a single crop work together in cooperatives to market their goods in the Central Valley of California.

Grade 5, This Favored Land, (TE), Macmillan, Page 410.
Industry in Oregon and Washington was held back for years because these states are so far away from so many of the big cities of the country. It costs too much to ship goods from the Northwest to many of these cities. Now the population in these states is growing rapidly. As this happens, more and more industries are entering the region because of the growing market right there.

Grade 5, This Favored Land, (TE), Macmillan, Page 414.
When oil was discovered in California, it was not put to use right away. The oil was too far from the big markets, and there was no way to get it there. Today, California is one of the leading oil-producing states. The large cities there, use huge amounts of oil. The Pacific Fleet of the United States Navy is also a big customer.

Grade 5, This Favored Land, (TE), Macmillan, Page 415.
The very large market in California and the rest of the west coast explains why much of California's industry is there. Markets explain why Los Angeles is an automobile-assembly center, second only to Detroit.

Grade 5, This Favored Land, (TE), Macmillan, Page 428.
Life is still difficult in the North. Hundreds of miles separate Alaskans from the places that produce much of what they want to buy. This makes goods expensive.

Grade 5, This Favored Land, (TE), Macmillan, Page 452.
A resource will be used only if the products from working the resource can get to market cheaply.

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Grade 5, This Favored Land, (TE), Macmillan, Page 454.
The earliest explorers of Canada found none of the gold they had hoped for. But they did find one of the world's best fishing banks, vast forrests full of fur-bearing animals, and fertile land along a great river that led into the heart of the continent. For hundreds of years, fish, furs, farm products, and lumber brought wealth to French, British, and then Canadian traders. There were ready markets for these products in Europe, the West Indies, and the United States.

Grade 5, This Favored Land, (TE), Macmillan, Pages T75, T112, T121, and T147.
When a good or goods are scarce, the price for them is high; as the supply of goods matches the demand, prices tend to fall.

Grade 5, This Favored Land, (TE), Macmillan, Page T159.
The development of markets is tied to the development of transportation and communication.

Grade 5, This Is Man, Silver, Burdett, Page 155.
British businessmen realized there was a big market for British goods in her new colonies.

Grade 5, This Is Man, Silver, Burdett, Page 159.
Without British markets for their raw materials, the people in other countries wouldn't be able to buy the things they needed.

Grade 5, The West, Fideler, Page 85.
During the 1860's, the people in the large cities in the eastern part of the country wanted more beef to eat. Therefore, meat-packers were willing to pay high prices for cattle.

Grade 6, Adventure: Economics, Ohio, Page 62.
In a market economy, market refers to the process of buying and selling.

Grade 6, Africa, Fideler, Page 39.
Through the years, large trading cities grew up in the grasslands of western Africa. Merchants came to these cities from hundreds of miles away to exchange their goods. In the center of each city was a large and busy marketplace where many different kinds of goods were on display.

Grade 6, Africa, Fideler, Page 63.
The European nations wanted to establish colonies in Africa because these nations wanted to obtain raw materials from Africa. They also wanted to sell manufactured goods to the African people.

Grade 6, Africa, Fideler, Page 146.
Many African countries produce only one type of export crop, such as cocoa, or palm oil. The prices paid for these farm products in world markets change from year to year. Sometimes the farmers receive much less for their products than they expected.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 91.
The market for textile goods is elastic: cheap textile goods can be sold abroad; they do not perish with storage; if their price is cut many people will increase their consumption.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 95.
Railroads made it possible for landlocked markets to be opened up for trade and manufacturing. They made remote sources of raw materials available, and made it possible for both workers and goods to be transported quickly and easily.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 110.
More jobs for textile workers would probably mean better markets for other goods. If a man earned more in his new job, his increased wages would be spent on such things as food, shoes, coal, and furniture. On the other hand, if they earned less than previously, then the market for such goods would shrink.

Grade 6, Cultures in Transition, (TE), Follett, Page T21.
Industrialization and capitalism created a demand for raw materials and new markets that in turn gave rise to imperialism.

Grade 6, Cultures in Transition, (TE), Follett, Page T57.
As the Greeks found new markets for their goods, they wanted to produce more.

Grade 6, Cultures in Transition, (TE), Follett, Page T170.
Medieval people wanted to produce more because they had a market for what they produced. As trade and production increased, so did wealth. And with increased wealth businessmen looked for both new markets and new sources of goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T185.
The industrial revolution created a need for new sources of raw materials and a desire for more markets for manufactured goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T403.
The rest of the world became the market for Japanese industrial goods after World War II. New nations building industries needed machinery to set up factories. As people's incomes increased in Europe, Asia, and the Americas, individuals demanded more goods. Japan answered many of these needs with heavy equipment, textiles, cars, electrical appliances, and other products.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 40.
Market prices serve to ration and to allocate available goods and services. Laborers exchange their services in the market place for income in the form of salary, wages or fees.

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Grade 6, Eleven Nations, (TE), Ginn, Page 102.
The Russian farmers sold their vegetables in the city where they received a high price.

Grade 6, Eleven Nations, (TE), Ginn, Page 249.
A special feature of each village in Nigeria is the market. That is where people from the village and surrounding countryside come to trade their farm products.

Grade 6, Eleven Nations, (TE), Ginn, Page 476.
The Dutch were driven out of Brazil by the Portuguese and they moved on to the West Indies. There they used their capital and skills to raise their own sugarcane, thus providing competition on the world market for Brazil's sugar.

Grade 6, Eleven Nations, (TE), Ginn, Page 493.
In recent years, Brazil has cooperated with other coffee-growing countries. They have decided on the amount of coffee which each nation will produce. In that way they intend to protect the price of coffee on the world market and, consequently, protect the growers of coffee.

Grade 6, Germany, Fideler, Page 42.
Germany became a leading industrial nation after 1871. Germany's growing industries needed new places to sell their products. More colonial territories would have helped to answer this need.

Grade 6, In A Race With Time, (TE), Macmillan, Page 100.
For many years, coffee and bananas were the only important exports of the Central American countries. These two products were the life blood of the small nations. When the price of coffee or bananas fell, people had less money to buy food and clothing. They could not buy machinery and other needed imports.

Grade 6, In A Race With Time, (TE), Macmillan, Page 146.
The development of manufacturing is practical only when markets are available. The industrial progress made by Puerto Rico is due in a good part to that island's being within the vast United States market area.

Grade 6, In A Race With Time, (TE), Macmillan, Page 236.
In the past, the rise and fall of the price of copper has greatly affected the lives of the Chilean people. When copper brought a good price, there were jobs for many Chileans. Taxes on copper exports filled the national treasury. A fall in the price of copper caused unemployment. The development of new industry will make the nation less dependent on copper prices.

Grade 6, In A Race With Time, (TE), Macmillan, Page 245.
Until the introduction of refrigerated freightors, there was no market for beef outside Argentina because it could not be shipped any great distance without spoiling. But there was a great demand for horse hides.

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Grade 6, In A Race With Time, (TE), Macmillan, Page 290.
The products of Uruguay's ranches, wool and meat, make up the major part of the country's exports. When the prices of wool and meat are low on the world market, Uruguay is in real trouble.

Grade 6, In A Race With Time, (TE), Macmillan, Page 304.
A coffee boom followed the sugar boom and the gold boom. When the Brazilians discovered that the coffee tree, a native of Africa, flourished in the red soil of the South, coffee trees were planted by the thousands. Later on, they were planted by the millions. Fortunes were made in "brown gold," as coffee was known. But so much coffee was produced that the people of the world could not use all of it. Coffee was stored in warehouses, coffee was burned, coffee was dumped into the sea. That was done in an effort to keep the price from falling to the point where all the planters would be ruined.

Grade 6, In A Race With Time, (TE), Macmillan, Page 325.
The cost of living, already high in Brazil, soared while Brasilia was under construction. In order to complete Brasilia before his term ended, President Kubitschek used all available labor and materials. In doing so, he bid up the price of labor and materials all over Brazil.

Grade 6, In A Race With Time, (TE), Macmillan, Page 372.
The great industrial power of the United States is partly based on the fact that the United States is one big marketplace. More than 200 million people live within the boundaries of the United States. With this huge market open to them, manufacturers can turn out millions of each item they produce.

Grade 6, In A Race With Time, (TE), Macmillan, Page 373.
The typical Latin American manufacturer has a limited market for the goods he produces. Since his market is small, he produces a small number of articles. His market is small because the population of most Latin American nations is very small, even though population is increasing rapidly. In recent years, the advantage of having some sort of Latin American union has become even more apparent. A United States of Latin America would be an even bigger marketplace than the United States of America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 374.
If the Latin Americans were to pull down the trade barriers and share their resources, they would still have a market problem. The annual income of the average Latin American is about $370. People with such low incomes cannot buy many products.

Grade 6, In A Race With Time, (TE), Macmillan, Page 416.
During World War II, the prices paid for coffee, tin, meat, and other Latin American exports were very high. After the war, these prices fell. Many Latin Americans blamed the United States. They believed that their large neighbor controlled the world market.

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Grade 6, In A Race With Time, (TE), Macmillan, Page T30.
Creating one nation would give the Costa Rican manufacturers a much larger market for their products. With more potential buyers, they could expand their business by investing in new machinery that would enable them to produce on a large scale.

Grade 6, In Latin America and Canada, Heath, Page 115.
Several things have made industrialization in Latin America difficult to achieve. Markets are limited, partly because buying power is low; transportation is poorly developed; money for building new industries is scarce, partly because rich Latin Americans have been reluctant to invest in industry; industrial know-how is lacking; and fuel, particularly coal, is presently only in limited quantities.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 46.
With the Industrial Revolution and the growth of technology, Africa became important as both a source of raw materials and a potential market for European manufactured goods.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 61.
Crop failures, loss of markets through increased competition or lack of demand, drop in price,are some of the dangers of one-crop economies. The railway opened up new markets and enabled goods to be transported in volume.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 97.
A one-crop economy is at the mercy of international prices much more than an economy that has diversified its production. The needs of world trade are changeable and a once-crop economy can easily find itself producing goods that world markets do not need or desire.

Grade 6, In the Eastern Hemisphere, Heath, Page 79.
The Nordic countries have trouble trying to set up a common market because they so often produce the same products.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 29.
When the farmer-citizens of Athens had grown more crops than they needed, they brought the extra food to the marketplace to sell.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 4-15.
The 500 million people in need of many kinds of products in India would certainly make an adequate market if the people had the income to buy the products.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 311.
In some areas of South America, colonization was successful. Soon there were thriving plantations along the Atlantic coast, and in the north. Many of these were sugar plantations, for there was a ready market for sugar in Europe.

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Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 315.
The owners of the new land and the gold fields in Brazil thought that they required additional slaves. The Indian slave market could not provide enough slaves, and so the Portuguese Brazilians brought in more ships from Africa, loaded with slaves for the mines and farms.

Grade 6, Man and Change, Silver, Burdett, Page 345.
The geographic location of a city is critical in determining its importance as a trade center.

Grade 6, Man and Society, Silver, Burdett, Page 125.
Trade contributes to the growth of a city.

Grade 6, Man and Society, Silver, Burdett, Page 137.
Trade is necessary for successful specialization.

Grade 6, Man and Society, Silver, Burdett, Page 377.
One reason that industrialization is progressing slowly is that it has very few markets for manufactured goods.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 160 and 164.
The European Economic Community was established to promote economic growth in Western Europe by expanding markets and enabling member nations to make more efficient use of their resources.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 165.
When businesses are able to expand their markets, they are able to use their resources more efficiently and lower production costs.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 221.
Latin America's economic growth is hampered by a lack of savings and of investment in natural and human resources, a low level of technological development, poor marketing facilities, and competition from more efficient foreign businesses.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 120.
Rome was more than the center of government for the empire. It was also a place where merchants from all parts of the empire came to sell their goods. Rome was a great trading center.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 134.
During the Middle Ages, the walls of many castles had been enlarged so that they encircled the towns. Nobels were willing to give the townspeople this protection. They knew that towns had markets where the goods made on their lands could be sold.

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Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
In a society with thousands of millions of people, it may seem almost impossible for businessmen to know what consumers want. However, consumers often can tell business men what they want simply by deciding to buy, or not to buy a product.

Grade 6, The Social Scineces: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 268.
In a market economy, the prices of many different goods and services are affected by the law of supply and demand. Through supply and demand, businessmen know what consumers want them to produce. Through supply and demand, too, businessmen can predict how much to produce and what to charge for their products.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 21.
A particularly interesting work of some economists is market research. Companies planning to introduce a new product may use market research to determine if it will sell.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 134.
The busiest spot in the city of Athens was the market place, called the Agora.

Grade 6, Southeast Asia, Fideler, Page 106.
Most villagers in Southeast Asia are farmers who produce only enough food for themselves and their families. When they do have anything left over, they may trade it for other things they need at the village market, or sell it to make a little money.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 65.
For farmers, growing too much food is sometimes a problem. A surplus of wheat could mean that the price will be very low. If this should happen, the farmer would get less money for growing more wheat. Canadian farmers often have the same problem as American farmers. But Canada regularly sells that and other farm crops to other nations. Its farmers grow some surplus for export, or for sale abroad, every year. They know they can usually find customers in the world market.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 90.
As people poured into the cities, they grew quickly. The growing cities, in turn, meant bigger markets for the factories.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 99.
Cities are trade centers. They are also markets themselves for many goods and services.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 111.
As markets multiply, the amount of manufacturing in cities increases.

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Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 151. Some manufacturers are leaving New England. Neither leather goods nor cloth are made as widely there as they used to be. Many manufacturers are moving to other parts of the country. They are seeking lower taxes, lower labor costs, and cheaper power. Some want to be closer to markets in other parts of the United States.

Grade 6, The Ways of Man, (TE), Macmillan, Page 58. As a flood of new goods from outside the towns began to enter Western Europe in the High Middle Ages, the people of Western Europe began to find that there were wider markets for their products.

Grade 6, The Ways of Man, (TE), Macmillan, Page 59. As markets widened, goods produced on any given day were not sold until some time later. The buyers of the goods, more and more often, were people far away.

Grade 6, The Ways of Man, (TE), Macmillan, Page 66. An agricultural revolution in England in the 1600's had made it possible for fewer farmers to feed the growing population. This freed workers from the farms. The rising population promised growing markets.

Grade 6, The Ways of Man, (TE), Macmillan, Page 77. In 1958, six countries of Western Europe -- France, Italy, West Germany, Belgium, the Netherlands, and Luxemburg -- agreed to set up an organization known as the European Economic Community. This is usually called the Common Market. The major goal was to get rid of all tariffs within the Community. This has now been done. This means a West German automobile manufacturer can plan on selling his cars to a market of over 180 million people. This is a market almost as large as that of the United States. It is far better than a market limited to the 58 million people of his own country.

Grade 6, The Ways of Man, (TE), Macmillan, Page 195. The Yoruba tribe in Nigeria enjoy trading, and huge markets with over a thousand sellers are a common sight.

Grade 6, The Ways of Man, (TE), Macmillan, Page 256. The colonial powers were unconcerned about what their one-crop policy for the African colonies would mean in the future. Many African countries have found themselves in serious trouble when the price of their one crop dropped in the world market.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387. The items exchanged in trade show China's superiority in manufacturing during these centuries. Her silks, books, and porcelains, for example, left the country in great quantities for widespread markets. China did accept from others such things as horses and hides from the north; also fine woods, spices, gems, and ivory from the South. But the only manufactured goods the Chinese were interested in importing were fine quality cotton textiles.

MONEY

Grade 4, Adventure: Economics, Ohio, Page 22.
A medium of exchange is any acceptable item which can be used as a medium, or go between, in the exchange of one good for another.

Grade 4, Adventure: Economics, Ohio, Page 29.
Money is a medium of exchange. It is also a standard of value. This means that the value of all other goods are expressed in terms of this standard. Money is a store of value. If money maintains a stable purchasing power over a long period of time, it has fulfilled its role as a store of value.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 140.
Money is anything that is commonly accepted by everyone for foods and services and for paying off debts. The chief function of money is to serve as a medium of exchange, it also is used as a measure of value and as a store of value.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 27.
Money is a tool which makes trading and exchanging goods easier.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 30.
Governments are responsible for printing money.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 77.
The American dollar is very much a part of the main culture. It is used for most exchanges of goods and services.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-1.
Money is used as a standard of value for goods and services. As with any standard, everyone must agree on the value of money and how many goods it can buy.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 168.
Money was invented because it was more practical than barter.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 284.
Setting up a money system is a responsibility of the national community. It says what can be used for money and what the money is worth. If each of the smaller communities did this for themselves, there might be a different money system for each one.

Grade 4, Investigating Man's World: Regional Studies, Scott, Foresman, Page 87.
Money is what people use to buy the goods and services they want and need. Money is a medium of exchange, that is, it serves as a way to exchange the work you do for the things you need. Money is also a standard of value; it serves to tell how much something is worth.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 60.
Money is a medium of exchange. People use it to make trading easier. Money is a standard of value; it serves as a basis for the measuring of value.

MONEY

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 220.
People have not always used the kind of money we use today. At times they did not use money at all.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 221.
Just before Tennessee became a state, people in that area made a kind of budget. They decided to pay the governor 1,000 deer skins a year. Like wampum, furs could be saved up to buy something. Coins are easier to carry than furs or sacks of wheat. Paper money is easier to carry than many coins.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
Today, many people pay for goods and services by check. People use checks like money. People need goods and services. They pay for them with many kinds of goods, coins, and paper money. Money is whatever people accept for what they have to sell.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon DEEP, Page 5.
Indians from one place sometimes exchanged goods with Indians from other places. They also used a simple form of money--wampum.

Grade 4, Web of the World, (TE), Macmillan, Page 174.
Whatever everyone in a group is willing to accept in exchange for goods and services is the money of that group. We use three kinds of money in the United States. We use coins, paper money, and checks. Of these three, checks are by far the most important.

Grade 4, Web of the World, (TE), Macmillan, Pages T114 and 166.
The function of money is a medium of exchange.

Grade 5, Adventures: Economics, Ohio, Page 22.
Money as we know it today is not valuable as a commodity itself. We desire money because of the goods and services it will purchase.

Grade 5, Adventures: Economics, Ohio, Page 29.
Money is any item used as a medium of exchange.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 35.
Coins are metal items used as money. The value of money is reflected in the quality and the quantity of goods and services which it will buy.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 56.
Access to foreign currency evolves from international trade. From its exports, the U.S. obtains foreign currency to pay for its imports.

Grade 5, Economic Education for Washington Schools: K-6, DEEP, Page 16.
Banks hold money for safekeeping and transfer money between individual's and businesses.

MONEY

Grade 5, Investigating Man's World: United States Studies, Scott, Foresman, Page 41.
Using money as a medium of exchange, the people of the United States are able to select various goods and services from many different sources within the nation to satisfy their needs and wants. Because the price of goods and services is stated in terms of money, money serves as a standard of value.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 60.
Money is a medium of exchange. People use it to make trading easier. Money is a standard of value; it serves as a basis for the measuring of value.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 79.
Paper money has become the principal medium of exchange.

Grade 5, Man the Toolmaker, (TE), Follett, Page T190.
Money made it easier to exchange goods and services.

Grade 5, Man the Toolmaker, (TE), Follett, Page T212.
People have used many different items for money, at one time or another. Early materials included cattle, shells, hatchets, nails, furs, tobacco, salt, rice, and dates. An unusual tea money was used in Siberia until the 19th century; this was a block of compressed teas embossed with official wording.

Grade 5, Man the Toolmaker, (TE), Follett, Page T214.
Money is easier to use than barter for two basic reasons: (1) money is easier to carry around than trade goods; (2) money can be used for all kinds of purchases while barter depends on two people wanting to trade goods of equal value.
Through trade the coins of Lydia spread all over the Near East. Soon the king of every city was having the sign of his city stamped on coins. As this happened, coins began to take on a new meaning. They became a symbol of the king's power. In many cities, the king took over the sole right to make coins in his city. Everyone had to use the official city coins. If another king conquered the city, he melted down the old coins and made new ones of his own design.

Grade 5, Man the Toolmaker, (TE), Follett, Page T242.
In the dangerous conditions of barbarian Europe, trade and travel practically came to a halt. Money went out of use, for there was no central government to issue coinage.

Grade 5, Man the Toolmaker, (TE), Follett, Page T405.
A coin money system grew up because people worked with, valued, and traded metals. Money probably made keeping records easier by providing standard units of value. The use of money changed the distribution of food from a direct bargain between producer and consumer to something more complex. Money is a factor in the decisions today's shopper makes when buying food; some items are bought because they cost less money, others are avoided for the opposite reason.

Grade 5, One Nation: The United States, (TE), Ginn, Page 99.
Money can be any article which is considered valuable by all the people who use it. Buyers and sellers must agree that ten dollars in money will purchase ten dollars worth of some goods or services. In other words, for a certain sum of money, a buyer can claim a certain number of goods and services.

MONEY

Grade 5, One Nation: The United States, (TE), Ginn, Page 100.
In the past, people used many articles for money. Beads, shells, tobacco, salt, animal skins and fishhooks are just a few.

Grade 5, One Nation: The United States, (TE), Ginn, Page 112.
Specialization demands a market where buyers and sellers can meet to exchange goods and services, and a market requires a medium of exchange--money.

Grade 5, One Nation: The United States, (TE), Ginn, Page T31.
In our economic system, the exchange of goods and services is facilitated by money which serves as a medium of exchange and a measure of value.

Grade 5, One Nation: The United States, (TE), Ginn, Page T32.
Money is a medium or means by which goods and services are exchanged.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 90.
The United States government is responsible for printing money.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 100.
The gold and silver spent on British goods deprived the United States of precious metals needed for its money supply.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 102.
When there is too much paper money in circulation compared to the goods and services available it loses its value and inflation results.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 110.
After the Revolution, the United States government tried to cure the inflation problem by withdrawing from circulation paper money that was not backed by hard money. The Articles of Confederation harmed the economy because each state was responsible for coining money; this inhibited trade.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 145.
A sound money system is one in which people trust the value of the money, and in which that value does not increase or decrease rapidly.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
After the Revolution, the United States was a nation that was weak, divided, and confused. Something had to be done. A strong national government was needed. It had to have the power to coin a single kind of money.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 206.
England's refusal to allow the colonies to print money angered the colonists and helped to unite them against England.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 224.
Under the Articles of Confederation, the government had no common money. Different states continued to make their own money. English money was in wide use. Paper money issued by the Continental Congress during the Revolutionary War was still in use.

MONEY

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 225.
Today only the federal government may print money.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T88.
Economists tell us that paper money has no interest value.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T94.
Powers to levy taxes and to coin money are powers of governments.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T101.
A function of government is the establishment of a stable currency.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon DEEP, Page 18.
An efficient system of money and banking encourages specialization and trade by making it easier for people in one place to do business with people in other places.

Grade 6, Adventure: Economics, Ohio, Page 22.
A medium of exchange is any acceptable item which can be used as a medium or go between in the exchange of one good for another.

Grade 6, Adventure: Economics, Ohio, Page 29.
Money is any item used as a medium of exchange. Money represents values and is acceptable to all members of the society.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 109.
The main reason that money has value is that it is scarce. It offers a convenience to people in facilitating exchange. Money also has value as a commodity if it is made of precious metal. A massive increase in the quantity of money lowers the value of money because money is less scarce. Thus, the issuance of money can have a disruptive influence on the economy, by causing inflation of prices.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 114.
Greshan's Law of Economics states that "bad money drives out good". For example, when debased coinage or currency is in concurrent circulation with money high in value in terms of precious metals, the good money will be hoarded and hidden. It will be driven out of circulation.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 37.
Gold and silver are largely valuable only because they can be exchanged for other goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T47.
Monks of the 12th century found money more useful than wine. With money they could buy new products from the Mediterranean, tools to increase farm production, and other goods.

Grade 6, Cultures in Transition, (TE), Follett, Page T55.
In ancient Athens, the coins from many nations were exchanged at money changers.

Grade 6, Cultures in Transition, (TE), Follett, Page T58.
Money changers were needed to exchange the currency of one area with that of another. Today, nations still issue differing currencies. Problems occur when currency value changes.

Grade 6, Cultures in Transition, (TE), Follett, Page T170.
Capitalism introduced money and profit into the economic system and made feudalism obsolete.

Grade 6, Cultures in Transition, (TE), Follett, Page T187.
Without the use of money, wealth was based on actual land or goods in a person's possessions. These things were hard to save up over time.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 35.
The value of money is reflected in the quality and the quantity of goods and services which it will buy.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 56.
Barriers to trade may take the form of cultural and social differences as well as artificial trade barriers such as tariffs and different monetary systems.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 221.
Goods imported from another nation must be paid for with that nation's type of currency. Foreign currency is gained through selling to a foreign country. The importer who is buying our merchandise must find some way of obtaining American dollars in order to pay us. If a country cannot obtain dollars they cannot buy our goods.

Grade 6, Germany, Fideler, Page 32.
During the later Middle Ages, money was coming into wider use again.

Grade 6, Investigating Man's World: InterAmerican Studies, Scott, Foresman, Page 69.
The value of the GNP is explained in money because it is easier to add up dollars than it is to add up different kinds of goods and services.

Grade 6, Japan, Fideler, Page 45.
More and more Japanese people began to use money in the 1600's to buy things they needed, and money became important as a means of trade and as a measure of wealth.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-13.
In every barter system as soon as there is an exchange or trade, each party has received full value in some goods or services. But in a money system, the person who receives money rather than goods or services in return has a credit or option to use that money at a later time to get goods or services that completes the exchange of value.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 31.
Even the ancient Greeks found it necessary to use money. Because Athens made its drachmas almost entirely of silver, Athenian coins were accepted and used in many places outside of Athens.

MONEY

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 3-8. The growth of the towns helped increase the power of the king. For example, many merchants or craftsmen in towns would not accept goods or services in return for their products; they wanted coins or money. The king had the right to produce coins.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 130. The trade of the merchants at the fairs and the trade of the new towns of the Middle Ages was conducted with coined money. Coined money had been in wide usage during the safe days of the Roman Empire. When the Empire began to fall, emperors substituted valueless metals for gold and silver, and the use of money instead of goods declined.

Grade 6, Man and Change, Silver, Burdett, Page 357. People had confidence in bezants in the Middle Ages because the emperors did not debase them. Some rulers debased gold coins by melting them down and mixing them with a cheaper metal, such as brass. A greater number of coins could then be made from the same amount of gold. But each coin contained less gold. Debasing coins increased the amount of money in circulation. There were more coins, but each coin was worth less.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 168. Some problems result from the use of different national monetary systems within the European Economic Community.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 172. One of the problems inhibiting the growth of the Common Market is the lack of a common currency.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 221. Inflation takes place when the amount of goods produced cannot keep up with the quantity of money available to buy goods.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 167. The barter system worked as long as the people doing the bartering could use the products that were being traded. However, when a country became involved in foreign trade on a large scale, a more efficient system was needed. This system involved putting a money value on goods. Then a price could be exchanged for money rather than for other goods. China and India began coining money, as their foreign trade grew.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 168. The use of money allowed goods to be priced and exchanged.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T65. An accepted medium of exchange--money--may allow trade between societies to operate more efficiently.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387. As trade expanded, the money and banking system became very highly developed.

OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Grade 4, Adventure: Economics, Ohio, Page 16.
A decision to produce or purchase a good typically requires the sacrifice of some alternative use of resources or purchasing power.

Grade 4, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 6.
A thing has cost whenever you have to give up something else in order to get it.

Grade 4, Economic Education for Arkansas Elementary Schools, Page 233.
There is hardly an activity in history that was not preceeded by a period, long or short, of indecision, which called for a look at the opportunity cost of one decision over another, the risk involved and finally, a decision to act or not act and which plan to follow.

Grade 4, Economic Education for Washington Schools: K-6, DEEP, Page 4.
The money cost of a good is the price which the consumer pays for it. The real cost of a good is the other goods which the consumer gives up in order to make his purchase. The consumer must balance the benefits of his purchase with the costs of his purchase.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 6.
Even if something is not paid for by money, it still has costs. The real cost of anything is that thing which was given up so the first thing can be purchased.

Grade 4, Economics and Our Community, Dawson, J.C.E.E., Page 8.
Taxes used for a new public parking lot cannot be used for a new playground. Thus, the real cost of the parking lot is the sacrifice of the playground.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 61.
Managers of mines and factories try to produce for the least cost. Thus, if labor costs are higher than the cost of a machine, managers usually replace workers with the machine.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 66.
Conflict over the use of water is inevitable. Because water fills so many needs, it is quite difficult to accurately determine the benefits and costs of one specific use in relation to other uses.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 71.
A port facility in a river or sea region can have economic benefits for the entire country and for other nations as well.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 73.
When man builds dams, there are both benefits and costs.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A, Senesh, Pages 82 and 93.
Manufacturing usually created jobs, but it also can create problems for man and his environment.

OPPORTUNITY COSTS: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 188.
Planning goals are often threatened by conflicting interests and wishes. What may be a benefit to one portion of the population may be cost to others.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon DEEP, Page 9.
The explorers and the fur traders ran great risks because they could only hope for great rewards.

Grade 5, Adventure: Economics, Ohio, Page 16.
A decision to produce or purchase a good typically requires the sacrifice of some alternative use of the resource or purchasing power.

Grade 5, Adventure: Economics, Ohio, Page 51.
The principle of opportunity costs can be illustrated through the guns versus butter condition. Capital equipment and men used to produce guns cannot be used to produce butter.

Grade 5, The Adventures of Primero Dinero, Jackstadt and Hamada, Page 6.
Something cost whenever you have to give up something else in order to get it.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 12.
Since resources, goods and services, may be used in many different ways to satisfy wants, the cost of using goods, services and resources to satisfy one particular want is giving up the opportunity of using them to satisfy any other want.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 34.
Nations are faced with the opportunity cost of using resources that might have been used for other purposes in making economic decisions.

Grade 5, Economic Education for Washington Schools: K-6, DEEP, Page 5.
When a producer decides to use the productive resources to produce one kind of good, these same resources cannot be used to produce other goods. Therefore, the real cost of the good or service that is produced is the thing that must be foregone.

Grade 5, Economics and Our Community, Dawson, J.C.E.E., Page 8.
The costs must be weighed against the benefits on any evaluation of the merits of an option.

Grade 5, One Nation: The United States, (TE), Ginn, Page 63.
When members of minority groups cannot get jobs because of prejudice, it harms all Americans. The people without jobs are forced to take government welfare payments to support their families, although they would probably perfer to work. Money to pay the unemployed comes from taxes. Taxes come from all the people. So all of us have less to spend for our needs.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 109.
The decision to buy new land or fertilize old land is dependent on a comparison of the unit cost of new land with the unit cost of fertilizer.

OPPORTUNITY COST: ALTERNATIVE COST: REAL COST: COST-BENEFIT ANALYSIS

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 254.
Technology entails both costs and benefits. The benefits include a higher standard of living, more leisure time, and better health. Some of the costs are the loss of jobs through automation, feelings of powerlessness in average people, and pollution of the environment.

Grade 6, Adventure: Economics, Ohio, Page 16.
A decision to produce a good typically requires the sacrifice of some alternative use of resources or purchasing power.

Grade 6, Adventure: Economics, Ohio, Page 51.
The principle of opportunity costs can be illustrated through the guns versus butter condition. During war there may be a trade-off between these two elements. Capital equipment and men used to produce guns cannot produce butter.

Grade 6, Cultures in Transition, (TE), Follett, Page T147.
Many students will recognize that taxes, whether they are raised or lowered, affect people critically because they reduce or increase the amount of money individuals have for their own use.

Grade 6, Cultures in Transition, (TE), Follett, Page T210.
In the industrial nations of Europe much of the added wealth of modern technology is being used to give the workers economic security. The cost is great, however, and taxes are usually high. As a result, the average European worker has less money to spend than an American worker would. But he has more security.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 12.
Since resources, goods and services may be used in many ways to satisfy wants, the cost of using goods, services and resources to satisfy one particular want is giving up the opportunity of using them to satisfy any other want.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 252.
Opportunity cost is the real cost of any thing which is the value of what must be foregone in order to fulfill the demands of the choice made.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 210.
Rapid industrialization damages the environment. This pollution has a cost. Another cost of industrialization is the lost opportunity of using the money for some other purpose.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 240.
Changes in methods of communication through history have had both good and bad effects.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 242.
The people of the world are held together by a network of transportation systems that enables nations to divide labor and trade goods and services with each other. Transportation systems if misused, can be a cause of conflict and destruction.

PRODUCERS: PRODUCTION: SUPPLY

Grade 4, Adventure: Economics, Ohio, Page 15.
Producers include all the people and businesses involved in the production of goods and services.

Grade 4, Adventure: Economics, Ohio, Page 62.
Producers provide goods and services which are exchanged for consumer payments, usually money.

Grade 4, Colonial America, Fideler, Page 100.
There was no farm machinery in colonial America, so all the farm work had to be done by hand. With simple farming methods one man could not produce much food.

Grade 4, Economic Education Experiences of Enterprising Teachers, Kaznajian Foundation Awards, Volume 12, Page 43.
Children learn the principles involved in production very quickly when they are actually involved in the production of goods.

Grade 4, Economic Education for Washington Schools: K-6, DEEP, Page 7.
When a producer offers goods for sale in the market he is supplying goods. If consumer demand changes, it will eventually cause producers to change their production.

Grade 4, Economic Education for Washington Schools: K-6, DEEP, Page 17.
Most goods and services are produced by private business firms.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 12.
Converting is a general term to describe the process of production. A producer is a person who does useful work.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 21.
Things must first be made before they can be bought.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 52.
The supply of goods available for sale determines the price of the goods along with the demand.

Grade 4, Economics: The Dismal Science, Ellenberg, Page 71.
In this specialized world, there are many kinds of jobs.

Grade 4, The Environment We Live In, (TE), Follett, Page T74.
When man first appeared on the earth, he was a hunter and a gatherer. In this role, he had very little effect on the ecological balance.

Grade 4, Great Americans, Fideler, Page 123.
In 1903 Ford opened a small automobile factory. Within twenty years he was producing cars at such a low cost that many people could afford to buy them.

Grade 4, Great Americans, Fideler, Page 124.
By 1925, mass production methods made possible for Ford to produce cars at the rate of four every minute. After Ford proved that this method of production was successful, manufacturers all over the country began to use it.

PRODUCERS: PRODUCTION: SUPPLY

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 6. Manufacturing is the process of making things by hand or machine. The term cannot be used in reference to plants or animals. A farmer can raise sheep, he can grow lettuce and wheat, but he can make none of these.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 22. When canned foods were produced on the market, they were readily accepted. The canning industry responsed to increased demand by continuing to make improvements in processing and machinery. By the close of the Civil War, canners had increased their output sixfold.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 42. Canned food is cheaper today because the supply is more than ample to meet the demand. In addition, division of labor, automated factories, and production efficiency in general have lowered the cost of producing a can of food, thus the producer can sell it for less and still make a profit.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 68. Weaving, one of man's earliest inventions, appears to have been known in all early civilizations.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 84. Although most mass production techniques were first conceived in other industries, it was in the automobile industry that they were first consciously combined into the "American system" of mass production. More recently, the automobile industry has utilized advanced techniques of automated production.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 85. Parts of any machine are said to be interchangeable when they are identical and one part can be substituted for any other like it without affecting operation of a machine. Without the simple idea of interchangeable parts, inexpensive but high quality manufactured items that form the basis of the American standard of living would not be possible.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 88. Frederick W. Taylor showed that haste did make waste. Too much work made men rush; rushing caused mistakes. The end results were faulty products and accidents.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 88. Ford borrowed four main ideas to develop his system of mass production: 1)standarization, interchangeable parts; 2) production efficiency methods; 3) division of labor techniques; and 4) automatic conveyance.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 89. Today mass production techniques are being applied in the manufacture of many expensive items. More homes are nicely furnished today due to the relatively lower prices of mass produced furniture as compared to handmade items.

PRODUCERS: PRODUCTION: SUPPLY

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 91. Modern mass production is a highly sophisticated process requiring intensive planning, efficient plant layout and split-second timing to assure a steady flow of materials and parts. It necessitates the efforts of thousands of workers and hundreds of skilled technicians, all working on the closest possible schedule.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 129. Supply is the amount of a particular product that is available for consumers to purchase.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 163. The greatest change that the Industrial Revolution brought about was the replacement of human or animal power with mechanical power. This change caused many others. The Industrial Revolution and use of machines enabled men to plan mass production techniques. Factories were built on a larger scale. Production efficiency, interchangeable parts, and employment of semiskilled and unskilled labor grew from the initial Industrial Revolution.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 3-3. Henry Ford was the man who made the automobile cheap enough for people to buy by developing a manufacturing process known as the assembly line.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Pae 5-1. An economic community is a group of people who work and produce, distribute, and consume goods and services.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-3. In a complex economic system, there may be many steps in the production and distribution of goods.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 172. Factories cannot produce things for which there is no demand.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 176. Making large supplies of goods by machines is called mass production.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 15. Persons who produce either capital or consumer goods are called producers.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 44. Farmworkers in the United States greatly increased their productivity in the period from 1820 to 1968.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 60. Oil goes through a number of steps from extraction to consumption: extraction, refining, storage, and retail sales.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 87. Manufacturing is the process of using raw materials to make goods by hand or machine.

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Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 88.
All manufacturing companies and factories have inputs and outputs.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A, Senesh, Page 93.
Manufacturing usually creates jobs, but it also can create problems for man and his environment.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 96.
Regions where raw materials, workers, entrepreneurs, and savings come together are called manufacturing regions. In these regions, large cities grow and man's work dominates nature.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 108.
Man has used his knowledge and minerals and chemical processes to manufacture and process new products.

Grade 4, Our Working World: Regions of the United States, (T), 2nd ed., S.R.A., Senesh, Page 145.
The value of a raw material from the Four Corners Region increases as it is processed into a finished product. Local processing can thereby improve the economic conditions in the region.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 98.
Sheep raising is one of New Zealand's most important industries.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 141.
Making rubber requires many steps taken in the right order.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 157.
Changing corn into other forms provides man with jobs.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T86.
Corn is important to man as a food. Corn can also be used to make many products.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T52.
Hawaii has a large tourist industry and many products to sell.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T72.
Switzerland today is a busy, productive country. Many Swiss people work in factories producing dairy products and fine crafts.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T74.
Lumbering is important in the Northern forest lands. Mining, too, is increasingly important as an economic activity. Because of modern technology, men can now combat the problems of climate and terrain in getting the mineral resources and transporting them.

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Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T85. Today Japan is an industrial giant but at one time it isolated itself from trading with the rest of the world.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 119. Irrigation means supplying the land with water by using ditches or sprinklers. Many farmers in desert regions supply their crops with water with irrigation.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 141. A modern plantation uses the most advanced ideas in growing its special crop. There is machinery to do many of the jobs that take too long to do by hand.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 187. Mining is one of the most important activities in the Northern forests. Gold mining is still important there. But even more important is the mining of minerals needed by industry.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 254. The Industrial Revolution changed men's ways of working and producing goods.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 231. In 1798, Eli Whitney agreed to make 10,000 guns for the United States government. For two years, Whitney had made machined tools. Each tool made one gun part. With these tools, Whitney could now make 10,000 guns while a gunmaker made one. Working this way, factories made more goods in less time.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon DEEP, Page 37. Most of our industries are composed of many business firms. Business firms have to pay careful attention to the prices of things, because prices tell them what to produce, how much to produce and how to produce it.

Grade 4, Web of the World, (TE), Macmillan, Page 118. The word "produce" means to turn out or make something. A product is a produced thing. Productivity means how much product is turned out for each hour of work done by workers.

Grade 4, Web of the World, (TE), Macmillan, Page 125. Productivity explains why wages have gone up in the United States over the years. The productivity of American workers over the years has gone up.

Grade 4, Web of the World, (TE), Macmillan, Page 156. Many products are now made on assembly lines. Each worker on an assembly line does one small part of the making of a product.

Grade 4, Web of the World, (TE), Macmillan, Page 157. Automobiles are assembled in a dramatically short period of time. But hundreds of hours of preparation preceed this finale.

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Grade 4, Web of the World, (TE), Macmillan, Page 169.
Advertising tells people about new products. By telling people about new products, it increases the number of people who buy. When the number of people who buy goes up, factories can produce. Factories cannot use division of labor and expensive machinery unless they can make and sell large numbers of whatever they make.

Grade 4, Web of the World, (TE), Macmillan, Page 190.
The demand for something means how much of that thing people want to buy. The supply means how much is offered for sale.

Grade 4, Web of the World, (TE), Macmillan, Page 241.
Much of the manufacturing that goes on in cities uses products brought in from outside. Goods that are produced by factories in the city must be taken to market in other parts of the state, the country, and the world.

Grade 4, Web of the World, (TE), Macmillan, Page 256.
There are factories in the city of Chicago that make grain products such as cereal and bread. The processing of meat is another of the city's big industries.

Grade 4, Web of the World, (TE), Macmillan, Page 265.
Changing oil into different products makes work for many people. The refining process is a form of manufacturing. In Rotterdam, hundreds of factories are busy changing raw materials to finsihed products.

Grade 4, Web of the World, (TE), Macmillan, Page 270.
Using raw materials from other countries, Japan has become a great industrial nation. It is one of the world's leading producers of ships, railroad equipment, automobiles, radio and television sets, and machinery.

Grade 4, Web of the World, (TE), Macmillan, Page T81.
Production of capital goods is made possible by saving and investment. The more (or less) a country is able to allocate for the formation of capital the more (or less) it is able to produce.

Grade 5, Adventure: Economics, Ohio, Page 15.
Producers include all the people and businesses involved in the production of goods and services.

Grade 5, Adventure: Economics, Ohio, Page 62.
Producers provide goods and services which are exchanged for consumer payments, usually money.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T57.
Henry Ford produced automobiles cheaply on an assembly line. New industries grew and provided new jobs as a result of the automobile.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 98.
The cities had grown during the French and Indian War. Manufacturing increased to supply the army and navy. Iron ore was smelted to make weapons and transportation equipment.
Before 1790, Americans had depended on textiles from England for making clothing. In Britain a machine had been invented which could spin raw cotton into thread. As a result, the British were producing large amounts of textiles for sale abroad.

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Grade 5, The American Adventure, (TE), Field Educational Pub., Page 233.
One important invention that accounted for tremendous growth of the meat industry was the railroad refrigerator car. This took the processed meat from the West to the East. Easterners were assured of fresh meat.

Grade 5, American Neighbors, Fideler, Page 2-31.
One of Mexico's most valuable resources is petroleum. It provides much of the power that is used to run machines in Mexican factories.

Grade 5, American Neighbors, Fideler, Page 2-34.
Mexico is not an industrial nation. About half of the Mexican people use few or no manufactured goods.

Grade 5, American Neighbors, Fideler, Page 2-35.
Mexico's industries are growing rapidly. Many new factories and mills are being built.

Grade 5, American Neighbors, Fideler, Page 3-80.
Farmers in the Caribbean Lands are learning to use modern methods to increase production.

Grade 5, American Neighbors, Fideler, Page 3-123.
Automobile tires, machinery, chemicals, and electronic equipment are among the goods produced in Puerto Rico. However, there are few factories in the Caribbean Lands that make products like these.

Grade 5, American Neighbors, Fideler, Page 127.
The Caribbean countries must buy many products from other nations. One reason for this is that most Caribbean countries have very little industry.

Grade 5, American Neighbors, Fideler, Page 4-63.
High in the Andes Mountains people still make almost all their textiles and clothing by hand.
Industries which prepare food products provide work for many people throughout South America.

Grade 5, American Neighbors, Fideler, Page 4-65.
Several European and North American automobile manufacturers have built factories in South America. In Brazil, for example, we can visit factories where cars are put together on modern assembly lines like those in the United States.
Today, industry continues to grow rapidly in South America. However, many more mills and factories are needed to provide all the manufactured goods the people on the continent need.

Grade 5, American Neighbors, Fideler, Pages 4-82 and 4-83.
For hundreds of years, the people in South America made by hand almost everything they used. They made their own clothing and furniture. Village craftsmen made rugs, dishes and baskets. Today, in many villages high in the mountains and deep in the forests, people still make almost everything they use. Some of these people even use the same kinds of tools their ancestors had used long ago.

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Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Pages 3-6, 3-9 and 3-10.
The level of man's technology affects how he produces and transports his goods. Location of production relates to factors of production: land, labor, capital.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 103.
The Industrial Revolution began in the English cloth industry. These machines could spin cloth much faster than people could. The new machines, however, were expensive, and every worker could not buy his own. So businessmen set up the machines in production shops which came to be called factories. Instead of working at home, or in small shops, workers came to factories where they operated the new machines.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 5-3.
Mass production and interchangeable parts speed up production.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 180.
The man who first saw great advantages in mass production was Eli Whitney, a Connecticut school teacher. He was asked by the United States government to make 10,000 muskets in a short period of time. In order to fulfill his contract, he thought of the idea of interchangeable parts. Until 1798, every gun was made individually by a special craftsman. No two guns were exactly alike, and so no two parts were the same. In 1798, Whitney began making guns a new way. He broke the gun down into only ten parts and developed machines for making each part. Now, if a part broke, a whole gun would not have to be sent for repair. The user could simply send for the part he needed.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 198.
Automobiles were a luxury until Henry Ford began producing the Model T Ford. Ford designed a car that could be cheap but convenient. He made it on an assembly line. The car's body moved along a belt. As it moved, each worker added one part. Unskilled workers could be used, and thousands of cars could be made quickly.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 6-10.
The way to increase the standard of living of all the people is to increase productivity.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 292.
Most of Canada's 21 million people live along its southern edge. Much of the rest of Canada is forest--making Canada one of the world's biggest lumber producers.

Grade 5, Caribbean Lands, Fideler, Page 64.
At one time, St. Dominique produced more sugar than any other colony. However, most of the plantations on St. Dominique were destroyed during the long war for independence.

Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 21.
Many people earn income by producing consumer goods and services for the market, but not all consumers are producers.

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Grade 5, Economic Education Curriculum Guide, Oklahoma, Page 50.
To maintain their productivity, business organizations must set aside part of current earnings for replacement of capital which wears out or becomes obsolete. Inflation takes place when spending increases faster than production. Depression results when there is a considerable drop in production, and great numbers of people cannot find employment.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 33.
The supply of an item designates how much of it producers will produce at any given price during any given time period.

Grade 5, Economic Education for Washington Schools: K-6, DEEP, Page 5.
Producers may change the kinds, proportions and amounts of the productive resources they use.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 43.
Kuwait has a much larger production per capita than India.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 111.
Inefficient agricultural methods keep most of the population in the Middle East tied up in the production of food.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 125.
It is not practical to make a car or a washing machine by hand. It is far more practical, efficient, and inexpensive to mass-produce them with interchangeable parts for repairs.

Grade 5, Man the Toolmaker, (TE), Follett, Page T232.
Production is an economic term for the output of goods and services.

Grade 5, Man the Toolmaker, (TE), Follett, Page T245.
The Roman emperors tried to keep people on the farms in order to keep collecting taxes from landowners. Such methods failed in the long run because the heavy taxes drained the farmers' resources and reduced their productivity.

Grade 5, Man the Toolmaker, (TE), Follett, Page T246.
A free man, working for his own livelihood, would be more motivated than a slave to think up a way to increase production; a slave whose profits went to his master, would gain nothing from increased production. A man who paid his workers would have more motivation for trying to increase production than a slave owner.

Grade 5, Man the Toolmaker, (TE), Follett, Page T247.
After the feudal period trade and production were carried out on a far larger scale than during the best days of the Roman Empire. Free merchants in cities and towns across Europe were competing for business. There was reason to produce more.

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Grade 5, Man the Toolmaker, (TE), Follett, Page T248.
Many merchants in the 1700's began to organize their workers in one place. The workers still lived in their own cottages. But during the day they would come together in one building called a factory. All the men and women still worked at their own tasks, but they did it under one roof. And the factory owner was there, too, checking the work.

Grade 5, Man the Toolmaker, (TE), Follett, Page T250.
The main problem of the cloth factory owners was how to increase production to meet the big market demand.

Grade 5, Man the Toolmaker, (TE), Follett, Page T316.
When the United States entered World War II, owners of American industry and government leaders worked closely together. They had to produce guns, planes, ships, tanks, bullets, bombs, and other war supplies fast and in huge amounts. To answer the wartime need, many new factories were built. Old factories switched from making such things as cars and refrigerators to making war supplies. Scientists and inventors thought of new machines and new methods to speed up production. When the war ended in 1945, the nation was left with many new, efficient factories.

Grade 5, Man the Toolmaker, (TE), Follett, Page T318.
Products can be classified as necessities or luxuries.

Grade 5, Man the Toolmaker, (TE), Follett, Page T350.
In nonindustrial countries most of the crops raised to sell come from large farms run by businessmen. They use modern machines and trained farm specialists to run these farms, sometimes called plantations. These farms produce big harvests but part of the profit goes back to the foreign businessmen. Plantations are very productive, but sometimes they make food shortages worse for the common people. Crops raised to sell are often grown on land that is needed to raise food for the people of the country.

Grade 5, Man the Toolmaker, (TE), Follett, Page T380.
Producing more goods by hand methods would create more jobs and take away leisure time, since such methods are slower and require more people. It would cut down on pollution since fewer machines would be used. On the other hand, fewer goods would be produced, and these would probably be more expensive than those made by machine methods.

Grade 5, Midwest and Great Plains, Fideler, Page 98.
As the Industrial Revolution spread to the Midwest and Great Plains, the demand for iron and steel began to grow.

Grade 5, Midwest and Great Plains, Fideler, Page 100.
The Civil War spurred the growth of manufacturing in the Midwest. Until the Civil War, the number of mills and factories here was quite small. During the war, however manufacturing grew rapidly. New factories were started to produce supplies for the northern armies, and older factories increased their production. After the war, industry continued to grow. Thousands of mills and factories were established here.

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Grade 5, Midwest and Great Plains, Fideler, Page 102.
The assembly-line method worked so well that it became widely used in the manufacture of many different products.

Grade 5, Midwest and Great Plains, Fideler, Page 103.
During the years when factory methods and machines were being improved, people also learned better ways of farming. New and better farm machines were developed.

Grade 5, Midwest and Great Plains, Fideler, Page 129.
Factories in the Chicago area produce almost fourteen billion dollars' worth of goods each year.

Grade 5, Midwest and Great Plains, Fideler, Page 136.
Many people who would like to earn a living by farming are no longer able to do so. New methods and equipment have made it possible for a farmer today to produce much larger quantities of crops than a farmer could in the past. As more crops are produced by each farmer, fewer farmers are needed to supply our country with food. Today, a farmer must produce a large amount of crops in order to earn enough money to support his family.

Grade 5, Midwest and Great Plains, Fideler, Page 181.
The Midwest and Great Plains is the most productive farming area in the United States.

Grade 5, Midwest and Great Plains, Fideler, Page 218.
Modern assembly-line methods were made possible by the development of interchangeable parts.

Grade 5, Midwest and Great Plains, Fideler, Page 219.
Without interchangeable parts, the mass production of automobiles would not be possible.

Grade 5, The Northeast, Fideler, Page 89.
During the seventeenth century, most goods were produced by people in their own homes or on farms. Work was performed mainly by the muscle power of human beings or animals, although a few simple tools and machines were in general use. Beginning about the middle of the eighteenth century, three important developments occurred, in the way goods were produced. First, many new machines were invented to help people make things more quickly and easily. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines. Together, these three main developments are known as the Industrial Revolution.

Grade 5, The Northeast, Fideler, Page 91.
At the time the United States was founded, nearly all household articles used in our country were produced by hand. People either made their own clothing, furniture, and tools or else bought the things they needed from local craftsmen. However, a great change was taking place in Britain. In the textile industry, machines were being used to perform tasks that formerly had been done by hand. With the new machines, Britain could produce more textiles than any other country in the world.

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Grade 5, The Northeast, Fideler, Page 114.
During the Civil War, industry grew rapidly in the Northeast. The Union forces needed large amounts of clothing, weapons, and other supplies. New factories were started to help meet these needs, and older factories increased production. By 1900, the United States was producing more manufactured goods than any other nation in the world.

Grade 5, The Northeast, Fideler, Page 185.
In the Northeast, as in other regions of the United States, people do many different kinds of work. The Northeast is one of the most important manufacturing regions of our country and also of the world. Industry provides many ways for the people of the Northeast to earn a living.

Grade 5, One Nation: The United States, (TE), Ginn, Page 325.
One big difference between the 1700's and the 1770's was in the clothes that people wore. In the 1700's they wore a great many clothes made from leather and linsey-woolsy. By the 1770's, the clothes were less rough and more comfortable. Some of them were now made in small textile mills in the colonies. Several weaving machines were grouped under one roof and people worked solely at making clothes. There were not yet factories, as we know them today. But in a way this was the beginning of the modern factory system.

Grade 5, One Nation: The United States, (TE), Ginn, Page 372.
Until the middle of the eighteenth century, the people of England made all the goods they needed in their homes or in small shops. Women used spinning wheels to spin wool and cotton into thread. They used hand-operated machines, called looms, to weave the thread into cloth. They made clothing for their families from the cloth they wove. Ploughs, axes, rifles, pots, pans, furniture, and other goods were made by hand in small shops. But in the late 1700's, methods of manufacturing goods changed in England. The change had such great effects on the people of the world that historians refer to it as the Industrial Revolution.

Grade 5, One Nation: The United States, (TE), Ginn, Page 373.
Mills were built for the new machines in England. They were too big to be used in homes. Some men with money to invest decided to buy many of the mechanical spinning machines and looms. They set up the new machines in large buildings and hired men and women to operate them. The large buildings were called textile mills.

Grade 5, One Nation: The United States, (TE), Ginn, Page 422.
After the Civil War, the large plantations of the South were broken up because they were too expensive to operate without slaves. Many black people obtained small plots of ground, but they were not large enough to give them a living.

Grade 5, One Nation: The United States, (TE), Ginn, Page 440.
In New England cities, shoes were an important product. In 1883, a black worker names Jan Matzeliger invented a machine that speeded up the making of shoes. Factories used his machines and increased their production. By 1890 shoe workers in the United States were manufacturing more than 12 million pairs of shoes a year.

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Grade 5, One Nation: The United States, (TE), Ginn, Page T40.
The development of networks of transportation and communication in the United States has been strongly influenced by our system of producing, distributing, and consuming goods and services.

Grade 5, Our Working World: The American Way of Life, (TE), 2nd ed., S.R.A., Senesh, Page 63.
Because their geographic positions differed, the first American colonies produced different products from land and sea.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 214.
The price of a product depends partly on the costs of production and the cost of distribution.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 222.
People demand ice cream the year around. Stores always keep a supply of it so people can buy it when they want it and can pay for it.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 226.
The business of a dairy or any other factory is production.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 17.
Economists study how a society produces the goods it needs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 129.
The Virginia Company and the Plymouth Company wanted settlers to come to North America to produce goods and to buy and sell goods.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 268.
The British can take some of the credit for the growth of the American manufacturing industry. The British invented and used machinery run by steam engines. They used machinery for mining coal. They also used machinery to spin fibers into thread and to weave cloth.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 271.
When Whitney introduced the idea of using interchangeable parts to produce goods, he also changed the working habits of men. Now instead of making one whole product, a man would specialize. This idea of different workers performing different parts of a job has come to be known as division of labor. The use of this method of assembling parts has become known as the assembly line. Eli Whitney then, was the first inventor to use the idea of a number of men doing different jobs in order to produce many items of the same kind. We call this method of producing goods mass production. His idea has become part of American industry and of most of the industries of the world.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 298.
The use of new machines often created the problem of overproduction for the farmer.

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Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 336.
Industrial expansion following the Civil War brought new ways to produce goods. Many new products came into being.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 337.
As American industry began to use more machinery in factories, the goods they produced became cheaper. The methods of using machinery rather than people to produce goods is called automation. Because of automation, there is even less need today for workers in modern factories. The farm population is decreasing in America while farm production is increasing.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T20.
Economists are interested in the production, distribution, and consumption of goods and services.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T111.
New industrial techniques create changes in methods of producing goods. New industrial techniques can create changes in the way people live and work.

Grade 5, The South, Fideler, Page 87.
The tenant farming system helped the South get land back into production after the Civil War. At the same time, however, the burden of heavy debts and inefficient methods kept most southern farmers from prospering. After the Civil War, many businessmen realized that the South needed more manufacturing and trade.

Grade 5, The South, Fideler, Page 196.
During the Civil War, factories were set up in the South to make weapons, uniforms, and other supplies for the Confederate forces. By the end of the war, however, many of these factories had been destroyed.

Grade 5, The South, Fideler, Page 204.
The pulp and paper industry is not new to the South. Today, however, this industry is growing more rapidly than ever before.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon DEEP, Page 27.
Most of our regions have two kinds of industries. "Primary" industries take advantage of the special characteristics of a region and produce things for sale to people from other places. These primary industries tend to differ from one region to another. Secondary industries produce things for sale to people who live nearby. Secondary industries tend to be pretty much the same everywhere because they can use local resources and because everybody wants their products (education, auto repairs, medical services, dry cleaning.)

Grade 5, This Favored Land, (TE), Macmillan, Page 110.
The use of power-driven machinery started the factory way of making goods.

Grade 5, This Favored Land, (TE), Macmillan, Page 111.
Making large numbers of products that are exactly alike, from parts that are interchangeable, is called mass production.

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Grade 5, This Favored Land, (TE), Macmillan, Page 309.
In 1889, the value of manufactured products was greater than the value of goods produced on farms.

Grade 5, This Favored Land, (TE), Macmillan, Page 355.
Many people who know that New York is a great port do not know that it is also the leading manufacturing center of the United States.

Grade 5, This Favored Land, (TE), Macmillan, Page 359.
An old industry that continues in the Northeast is fishing.

Grade 5, This Favored Land, (TE), Macmillan, Page 410.
More and more uses are being found for what were once waste products of wood processing.

Grade 5, This Favored Land, (TE), Macmillan, Page T87.
Production becomes greater as industrialization spreads to more industries; workers produce more in each hour they work because they are working with power-driven machinery. In other words, workers become more productive.

Grade 5, The West, Fideler, Page 99.
Los Angeles is a leading producer of sports clothing, womens' dresses, and household furniture.

Grade 5, The West, Fideler, Page 102.
Many factories have been built in the San Francisco metropolitan area. Among the products manufactured are automobiles, hardware, chemicals, paper, clothing, and frozen foods.

Grade 5, The West, Fideler, Page 104.
Manufacturing is important in the Seattle area. The leading industry is the manufacture of airplanes and missles.

Grade 5, The West, Fideler, Page 168.
Lumbering is an important industry in several western states.

Grade 5, The West, Fideler, Page 228.
The Industrial Revolution began with changes in the way textiles were manufactured in England. In the early 1700's workers used spinning wheels and handlooms in their own homes. By the end of the eighteenth century, spinning wheels and looms had been invented that could be run by waterpower. As machines became larger, heavier, and more complicated, they could no longer be placed in the workers' home. Special buildings were constructed where the worker came to operate the machines.

Grade 5, The West, Fideler, Page 246.
At the present time, Alaska has little manufacturing. Because the state is thinly populated, the supply of factory workers is very small.

Grade 5, The West, Fideler, Page 256.
In Hawaii, there are few large factories that make machinery or other metal products.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Adventure: Economics, Ohio, Page 15.
Producers include all the people and businesses involved in the production of goods and services. All members of society are considered consumers whereas only those people actually engaged in production and distribution are producers.

Grade 6, Adventure: Economics, Ohio, Page 62.
Producers provide goods and services which are exchanged for consumer payments, usually money.

Grade 6, Africa, Fideler, Page 60.
Since the Africans could obtain cloth, tools and other goods by selling slaves. they did not learn how to make these goods themselves. Partly for this reason, industry was slow to develop in Africa.

Grade 6, Africa, Fideler, Page 60.
Since the Africans could obtain cloth, tools and other goods by selling slaves, they did not learn how to make these good themselves.

Grade 6, Africa, Fideler, Page 114.
Because the land along the Nile Valley is divided among many people, most of the farms are very small. Farmers in the Nile Valley use water from the river to irrigate their land. The most important crop they raise is cotton.

Grade 6, Africa, Fideler, Page 121.
Africa produces many other minerals besides diamonds. More than two thirds of the world's gold is mined here. So is about two thirds of the world's cobalt.

Grade 6, Africa, Fideler, Page 122.
Two countries in northern Africa, Libya and Algeria, are among the world's leading producers of petroleum.

Grade 6, Africa, Fideler, Page 134.
In the cities along the northwestern coast of Africa, there are modern industries. Automobiles-assembly plants and factories that manufacture farm machinery and chemicals are located here.

Grade 6, Africa, Fideler, Pages141 and 144.
Unlike the people who live in developed areas of the world, the people of Africa produce most of the things they need by hand, or with tools that are powered by the muscles of men or animals. Many African farmers still use such simple farming methods that they raise enough food for only a few people besides themselves.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 100.
Surplus refers to goods produced above and beyond what is necessary for subsistence. Producing a surplus means that some men can be freed from the task of growing food, and can devote their time to other tasks, such as trade, construction, artistic skills, crafts.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, British Isles, Fideler, Page 104.
Before 1703, the people of the British Isles made everything they needed by hand. Craftsmen in small workshops made cloth, shoes, dishes, furniture, and other articles. Many workers earned their living by taking orders from merchants to spin thread and weave cloth. They did this work in their homes, using spinning wheels and handlooms. Even with the whole family helping these homeworkers could not make cloth as rapidly as merchants could sell it.

Grade 6, British Isles, Fideler, Page 104.
Most of the heavy spinning and weaving machines invented in the 1700's were so large and required so much power that they could not be used at home. Men constructed special buildings for them. More and more people began to spin and weave cloth in these new factories instead of at home.

Grade 6, British Isles, Fideler, Page 106.
Today, machines in most British factories are powered by electricity instead of steam.

Grade 6, British Isles, Fideler, Page 107.
In little more than a century, Britain had developed many new machines and new means of powering them.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 60.
An economic revolution is a great change in the ways of making a living, in methods of producing and distributing goods, or in the amount of money or goods people have.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 87.
The Industrial Revolution began in Britain in the last half of the eighteenth century. It was a period of rapid and striking change in the methods of production and distribution of goods.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 95.
Mass production means production of goods on a great scale for mass markets through the use of assembly lines and other modern production techniques.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 109.
When production of war-related goods increases, production of goods for civilian use is likely to decline. Prices of civilian goods, will, therefore, go up unless rationing is imposed.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 112.
One reason for the widening gap between developed and developing countries is that a smaller proportion of production goes to create capital in the developing than in the developed nations. Also, the absolute size of production is far higher in developed than in developing nations. Therefore, a larger proportion of a larger sum goes to create capital in developed as contrasted with developing nations.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Cultures in Transition, (TE), Follett, Page T46.
With a cash market and good prices for their crops, peasants and landlords alike wanted to produce more. Since the beginning of farming, little though has been given to inventing tools that would increase the amount of work each farmer could do. Now the search was on for ways to raise food production. People got more work done by improving their tools.

Grade 6, Cultures in Transition, (TE), Follett, Page T62.
Finished products have higher market value than the raw materials.

Grade 6, Cultures in Transition, (TE), Follett, Page T173.
The shift from production in homes which we call the domestic system, to the factory system proceeded slowly but surely. The domestic system worked only so long as it produced enough cloth for England's trade with other countries. As English colonies were set up around the world, the traders needed more and more cloth.

Grade 6, Cultures in Transition, (TE), Follett, Page T175.
The spinning jenny changed clothmaking by increasing the amount of work one spinner could do in a certain period of time. The water frame improved the quality of thread and enabled the use of water power. The steam engine made use of a thermal power source instead of human energy. The spinning mule improved thread quality and speed production. The clothmaker now worked in a factory instead of his home. He no longer owned his own equipment. Steam equipment was too expensive, bulky and difficult to operate for home use.

Grade 6, Cultures in Transition, (TE), Follett, Page T176.
One of the problems of factory work was boredom. Doing the same task over and over was tiring. It offered little sense of pride in workmanship. The machines manufactured the product, not the worker.

Grade 6, Cultures in Transition, (TE), Follett, Page T182.
Besides paying low wages, capitalists can increase production by increasing production through the use of more efficient methods or imported equipment. They can improve the product so more people will buy it.

Grade 6, Cultures in Transition, (TE), Follett, Page T297.
Mao's communes have accomplished something of a production miracle. At first, foreign experts had little confidence that China could create the agricultural surplus needed to finance modern farm equipment. Most communes now report a doubling or even quadrupling of production since their founding.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 21.
Many people earn money income by producing consumer goods and services for the market, but not all consumers are producers.

Grade 6, Economic Education Curriculum Guide, Oklahoma, Page 50.
Inflation takes place when spending increases faster than production. Depression results when there is a considerable drop in production, and when great numbers of people cannot find employment.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Economic Education for Washington Schools: K-6, DEEP, Page 5.
The level of technology in a country affects productivity. Technology comprises the kinds of machines used in production and the ways in which knowledge is applied to production.

Grade 6, Eleven Nations, (TE), Ginn, Page 30.
People realize that the best way to use large and heavy machines was to put them together in one building where they could be run by one source of power--by water power or by steam power. This is how the modern factory system was born.

Grade 6, Eleven Nations, (TE), Ginn, Page 32.
Life on the farm under went great changes in the 1700's. Well-to-do landowners experimented with new methods of scientific farming to increase their incomes. They used new tools, new plows, and more fertilizers. Farming became more efficient. One man could then grow more food than three men could grow before.

Grade 6, Eleven Nations, (TE), Ginn, Page 477.
In 1836 some enterprising Germans and Spaniards learned that cacao would grow well in the state of Bahia, near the city of Salvador. When that was discovered, a struggle for ownership of land in that area began. Plantations were developed on which cacao was grown. Cacao production boomed and fortunes were made.

Grade 6, Germany, Fideler, Page 111.
Although much of the land in West Germany is not naturally suited to farming, West German farmers are able to produce about two thirds of the food needed by the country's huge population.

Grade 6, Germany, Fideler, Page 117.
Collectivization has brought problems to East Germany. Thousands of farmers have fled to West Germany. The farmers who remain produce less food per acre than West German farmers do, even though more farm machinery is used in East Germany. Today, East Germany which once was able to export farm products, does not produce enough food for its people.

Grade 6, Germany, Fideler, Page 122.
Germany, now divided into East and West Germany, is a leading industrial area. West Germany produces more iron and steel than any other country in Europe except the Soviet Union, and more automobiles than any other country in the world except the United States. East Germany has a smaller industrial output than West Germany. Even so, it ranks among the world's ten leading producers of manufactured goods.

Grade 6, Germany, Fideler, Page 124.
In one way, Germany was helped by the fact that its industries developed later than those of other countries. The Germans were able to make use of other people's experiences. They borrowed the best ideas about machinery and methods of manufacturing that had been developed in other countries and improved upon them. Within a relatively short time, Germany became one of the leading industrial nations of the world.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, In A Race With Time, (TE), Macmillan, Page 74.
Agricultural production has increased in the northwestern part of Mexico faster than elsewhere in the country for two reasons. Water is available and scientific farming is practiced.

Grade 6, In A Race With Time, (TE), Macmillan, Page 79.
As Mexico's manufacturing industries have grown, more of the mineral output is used by Mexican industries. Some years ago, Mexico was the world's leading exporter of petroleum. With the growth of manufacturing and the increase in the number of automobiles, the Mexicans now use most of the petroleum themselves.

Grade 6, In A Race With Time, (TE), Macmillan, Page 96.
In recent years El Salvador has had good leadership from the military and important landowners. Under this leadership, the tiny nation has become more industrialized than its neighbors.

Grade 6, In A Race With Time, (TE), Macmillan, Page 214.
In recent years, Peru developed the world's largest fishing industry. It exported fish meal and fish oil in great quantities. This basic industry has suffered a great blow, however. The schools of anchovies on which the fishing industry depended suddenly disappeared when warm ocean currents replaced the usually cold ocean currents off Peru.

Grade 6, In A Race With Time, (TE), Macmillan, Page 270.
To be a powerful force in the world today, a nation must be industrialized. Argentina has made considerable progress in this direction. But it is badly handicapped because it lacks most of the resources needed for heavy industry.

Grade 6, In A Race With Time, (TE), Macmillan, Page 320.
Within the last few years, Brazil has sharply increased its output of manufactured goods. It now makes more automobiles than the Soviet Union, and its cars and trucks are sold throughout South America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 360.
Agricultural experts believe that the output of food could be greatly increased if farmers were taught how to use their land more wisely. Most farmers follow the methods developed by their ancestors. The hoe is still the chief agricultural implement in large parts of Latin America. When plows were used, they are usually pulled by donkeys or oxen. Few farmers own tractors.

Grade 6, In A Race With Time, (TE), Macmillan, Page T26.
Economies based on a single crop or product are less stable than more diversified economies.

Grade 6, In A Race With Time, (TE), Macmillan, Page T97.
There are basically two ways of increasing agricultural production--putting more land into production or increasing the yield from present units.

Grade 6, India, Fideler, Page 82.
India is the world's second largest producer of rice. Only China raises more.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, India, Fideler, Page 86.
Indian farmers do not use their land as well as they could. They grow only a fourth as much rice on each acre of ground as Japanese farmers, and only half as much wheat per acre as farmers in the United States.

Grade 6, India, Fideler, Page 90.
The Indian villagers are learning better methods of farming. Most of them have already cultivated their fields just the same way their fathers and grandfathers did before them. Now a farm expert from the United States is showing them howto rotate their crops and improve the soil in other ways. He is teaching them to use waste products from their farms to make fertilizer. Better seed is being furnished to villagers who are willing to try it. The government is also making it easier for the villagers to market their extra crops and to borrow money when they need it.

Grade 6, India, Fideler, Page 111.
In India, as in many other underdeveloped countries, the Industrial Revolution is just beginning. About seven out of ten people in India are farmers. Most of the people are very poor. They do not use modern farming methods, and they lack power-driven machines to help them plant, cultivate and harvest their crops.

Grade 6, In Latin America and Canada, Heath, Page 138.
Though Canada is a relatively small nation living in a big world, she ranks high in productivity. Canada is a world leader in farming, manufacturing and trade and Canadians take a keen interest in world affairs.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 79.
In the early nineteenth century, important changes took place in the American way of life. The Industrial Revolution spread from England to the United States. Many new factories were built to produce cloth and other goods.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 144.
The Industrial Revolution has affected economic freedom in a second important way. The new machines and methods of production have made it possible to produce much larger amounts of goods and services than ever before. This increased productivity has made it possible for workers to earn high wages. With more money to spend and more goods and services to buy, most Americans today enjoy a higher standard of living than people did before the Industrial Revolution.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 69.
Under feudal conditions, individuals generally owned their own tools, bought or provided their own raw materials, and produced for their immediate consumption. This was simple production with little of any excess or "profit". With the capitalist revolution, products were no longer made by the owner of the instrument of production. Instead, the labor of others created the product, and the profit, while the laborer was paid a wage having no relation to the product he produced.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 97.
A one-crop economy is at the mercy of international prices much more than an economy that has diversified its production. The needs of world trade are changeable, and one-crop economy can easily find itself producing goods the world markets do not need or desire. Such an economy must import the majority of the goods it used, and can easily suffer from an unfavorable balance of trade.

Grade 6, Japan, Fideler, Page 81.
In the last half of the nineteenth century, the Japanese learned to use modern machinery and modern manufacturing methods. Factories were built in towns and villages.

Grade 6, Japan, Fideler, Page 120.
Beginning about the middle of the eighteenth century, three important developments occurred in the way goods were produced. First, many new machines were invented to help people make things more quickly and easily. Second, steam and other new sources of power came into use. Third, factories were built to house the new machines. Together these three main developments, which all began in England, are known as the Industrial Revolution.

Grade 6, Japan, Fideler, Page 121.
By the early 1900's Japan had become an important manufacturing country that depended on trade. The occupation forces that landed in Japan after it surrendered in World War II found an exhausted and broken country. In the years that followed, it seemed that a miracle took place in Japan. By the early 1950's, Japan was producing as much as it had before the war. By the middle of the 1960's, it had become one of the world's leading nations in total industrial production.

Grade 6, Japan, Fideler, Page 129.
Rice is Japan's most important crop. Japanese farmers are able to produce about four times as much rice per acre as farmers in India, which is a major rice-producing country.

Grade 6, Japan, Fideler, Page 132.
Until the 1930's, silkworm raising was one of the most important kinds of farming in Japan. Large amounts of silk were exported to foreign countries. Then many people began to use cloth made of synthetic fabric, such as rayon and nylon, in place of silk. The production of silkworm cocoons declined sharply. In recent years, however, there has been a growing demand for silk within Japan. As a result, silk production now remains fairly steady from year to year.

Grade 6, Japan, Fideler, Page 144.
Japan is one of the world's leading industrial nations. It is the world's largest producer of steel. It is also a leading producer of cars, television sets, cameras and textiles.

Grade 6, Japan, Fideler, Page 151.
During the past ten year's important changes have taken place in the Japanese chemical industry. Formerly, fertilizers were the main products of the chemical industry. However, plastics, synthetic fibers, and other products made from petrochemicals are now becoming increasingly important. Today, Japan is one of the world's top producers of plastics and synthetic fibers.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 28. During the leadership of Pericles, industry in ancient Greece became more important.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 29. The farmers of Athens produced more olive oil and wine than the people of their city-state needed. The craftsmen, too, sometimes made more wares than he could sell. These surplus products would be sold to a merchant-trader who would take them to other states or countries to be sold.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 129. During the later Medieval period, people produced more food, and fewer people were needed for farming. Thus, some people were able to take up other occupations on the manor. Also, because more food was being produced than the people on the manor needed, people could live in towns and buy surplus food from nearby manors.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 202. Most manufacturers in Calcutta are small by Western standards, and most manufacturing is done with a great deal of hand labor. In a country where unemployment is high and complicated machinery is expensive, industry has two purposes: to provide the manufactured product and to provide jobs for as many people as possible.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-3. There are many improvements needed to help Nigerian agricultural production. Among the improvements needed are use of fertilizers, improved tools, more careful choice of seed and stock, and better irrigation systems. The Nigerian government has many projects in operation which are designed to help the farmers make better use of the land.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 331, Despite many problems, Brazilian industry is growing. Brazil now produces more automobiles than any other country in Latin America--and it produces them out of locally made parts.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 8-2. A society which sees challenges in its location, geographic characteristics, and natural resources and applies its technology to the achievement of specific goals can develop its trade and industry rapidly over a relatively short period of time.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 362. Forty years ago, the Soviet Union was mainly a nation of farms. The Industrial Revolution that had taken hold in the United States and Western Europe a hundred years earlier had barely touched Russia. Today, the Soviet Union is second only to the United States in the production of manufactured goods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 385. During World War II, Soviet war equipment was out of date because the factories had only been turning out industrial machinery.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 131.
The Chinese ideas on harmony and balance are reflected in their understanding of the need for recycling processes and in their uses of food products.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 142.
Craftsmen two hundred years ago, worked alone or with a few others in a home or a workshop. They made goods such as clothing or furniture by hand. They could not afford large expensive machines. Only very wealthy men could buy and use these new inventions. To house the machines, the wealthy men built factories. In factories, labor was divided. One man no longer made a whole chair or a whole piece of clothing. With this division of labor and the new machines, factories could produce goods quickly. They could produce more goods than had ever been produced before.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 266.
If people stopped buying a product, then the producers would suddenly have a large supply left over.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 268.
In a market economy, the prices of many different goods and services are affected by the law of supply and demand. Through supply and demand, businessmen know what consumers want them to produce. Through supply and demand, too, businessmen can predict how much to produce and what to charge for their products.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 109.
Every society must decide what goods will be produced and how these goods will be distributed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Pages 110 and T49.
Every ancient civilization was based on the production of surplus crops.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 165.
Increased production and trade led to the specialization of labor.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 210.
The basic economic unit for production of agricultural goods in Europe was the manor.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 255.
The invention of machines to produce goods--the Industrial Revolution--led to the development of factories in Europe.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 256.
Because both France and Spain were slow to industrialize, their colonies lacked machines and thus, produced less than the English colonies.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 257.
Production in India and China from 1500 to 1850 was carried on largely by craftsmen working in homes or small shops.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 382.
Steel production is very important in Japan and in the major countries of western Europe. Some countries with large deposits of iron ore are just beginning to produce steel in quantity.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T22.
Economists are interested in how people produce goods and services, and also how these goods and services are distributed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T49.
Improved technology usually leads to increased production. Surplus production often leads to trade among people. Trade and increased production normally lead to increased specialization and interdependence.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T87.
Industrialization changes the nature of man's social and economic life.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T93.
Industrialization leads to international contacts and possibly, to international competition.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T121.
Today man is using many improved methods of processing the earth's resources in order to conserve them as long as possible.

Grade 6, Southeast Asia, Fideler, Page 110.
Some people in Southeast Asia earn their living in the metal industry. Many of these people have jobs in little workshops where jewelry and other articles are made by hand. Others run machines in small factories that produce metal goods such as nails, and pots and pans.

Grade 6, Soviet Union, Fideler, Page 38.
To encourage the peasants to produce more food, the communists permitted them to run their farms as though they owned them. They also allowed people to own and operate small factories.

Grade 6, Soviet Union, Fideler, Page 97.
The Soviet Union now produces more iron and steel each year than any country in the world except the United States.

Grade 6, Soviet Union, Fideler, Page 99.
The Soviet government wanted to collectivize agriculture partly because it wanted to increase food production in the Soviet Union. In order to produce more crops the farm workers needed to use tractors and other machines, in stead of old-fashioned farm tools. These machines would be too expensive and impractical for use on the smaller farms.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, Soviet Union, Fideler, Page 120.
In 1964 the Soviet government began to experiment with a new system for running the nation's factories. Two clothing factories were permitted to keep part of their profits. The factory managers could use this money to reward their employees for good work, and to improve methods of production. The two factories in the experiment became so much more efficient that by the end of 1969, the new system was being used in three fourths of the factories in the Soviet Union.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T100.
The leading business of Hawaii is tourism; the growing and processing of sugar and pineapple are other important economic activities.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page T117.
Mining, manufacturing, transportation, forestry, agriculture, and tourism are all important industries in Quebec.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 114.
Most places where products are manufactured are called factories.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Pages 109 and 147.
Manufacturing means making something out of something else. Many things can be made by hand, but large scale manufacturing needs power.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 217.
The Chicago metropolitan area leads the country in iron and steel production. Food processing is also an important business in Chicago.

Grade 6, The United States and Canada, (TE), Addison-Wesely, Page 251.
Mining is no longer a major Nevada industry; however, gold, silver, mercury, copper, lead and a few other minerals are still found. Except for tourism, Nevada has no major industries.

Grade 6, The Ways of Man, (TE), Macmillan, Page 59.
Guilds had handled the production of cloth until the late middle ages. To carry out the new technology of the times, a whole new way of producing goods had to be invented.

Grade 6, The Ways of Man, (TE), Macmillan, Page 60.
The merchant capitalists developed a new system of production called the domestic or putting-out system which employed the inventions of the later middle ages. The capitalists used some of their capital to buy raw wool. This they handed out to workers in the farm areas of England to be made into thread, in their homes, on spinning wheels supplied by the capitalist. The woolen thread was picked up by the capitalist and taken to other rural houses. There it was woven into cloth on looms supplied by the capitalist. The capitalist's last two tasks were to pick up the finished cloth and sell it.

PRODUCERS: PRODUCTION: SUPPLY

Grade 6, The Ways of Man, (TE), Macmillan, Page 80.
While Western Europe was going through the Industrial Revolution in the 19th century, Russia remained mostly agricultural. Early in the 20th century, industrialization was begun. A number of large factories were built, but small industry did not grow.

Grade 6, The Ways of Man, (TE), Macmillan, Page 136.
In the early days of Isreal's modern development much farming was done by members of Kibbutzim. A kibbutz is a farming community owned and operated by its members as a group. Each member is assigned to the jobs he is to do, lives in the same kind of house as everyone else in the community, and has his meals in the community dining room.
Farming is practiced in many places in the Middle East, but industry is still not widely developed. Industry in Isreal is more highly advanced than in any other country of the region. So far, though, industry produces only about one-quarter of the national income and employs about one-quarter of the workers.

Grade 6, The Ways of Man, (TE), Macmillan, Page 347.
When India became independent, only two percent of the workers of the country made their living in manufacturing. The value of the products turned out by India's factories were only six percent of the total value of all goods and services produced in the country. Recent figures on Indian production show that about 20 percent of the total value of goods produced is manufactured goods.

Grade 6, The Ways of Man, (TE), Macmillan, Page 371.
In traditional China, the labor of the peasants produced enough food, in normal years to feed peasant families and have some left over.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387.
As trade expanded in old China, the money and banking system became very highly developed. To meet the demands of new markets, production expanded. Silk and porcelain manufacture, for example, was carried on in great shops that employed hundreds of workers. Travelers from Europe returned with stories of China's wealth and ways of production that seemed unbelievable against the European scene.

Grade 6, The Ways of Man, (TE), Macmillan, Page 388.
If the Chinese had been interested in the mass production of everyday products, no doubt they could have accomplished this. They had the skills necessary for an industrial revolution. What they did not have was enterprising businessmen who wanted to get ahead in the world by building great industrial establishments. Heavy industry began in China in the late 19th century. But large-scale iron and steel production actually developed in Manchuria, after the Japanese occupied it in the 1930's.

Grade 6, The Ways of Man, (TE), Macmillan, Page T113.
Increased productivity makes possible the greater satisfaction of man's wants.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, Adventure: Economics, Ohio, Page 44.
Trade between nations is a further extension of area and occupational specialization. From an economic standpoint, international trade is usually beneficial to all nations particpating in it.

Grade 4, Adventure: Economics, Ohio, Page 45.
Regions and nations attempt to trade those commodities which they produce at a lower cost than most other regions or nations, for those commodities produced more efficiently by others. Such trade usually results in an increase in the economic well-being of all involved. With the advent of international trade, the principle of specialization is extended to encompass two or more nations. The variety of commodities increases due to extended area specialization, and the price of commodities usually decreases due to extended occupational and area specialization.

Grade 4, Adventure: Economics, Ohio, Page 64.
The transaction between one country and other foreign nations must be included in any estimate of economic production. If a country sells goods and services of greater value than those it purchases, it would have a positive net foreign trading balance. If it imports goods and services of greater value than those exported, it would have a negative net foreign trading balance.

Grade 4, Colonial America, Fideler, Page 101.
New England fishermen caught more fish than they needed, so they cleaned and dried them to keep tham from spoiling. Then they shipped them to markets in Europe. There the dried fish were exchanged for cloth and other manufactured goods the colonists needed.

Grade 4, Economic Education Curriculum Guide: Oklahoma, Page 55.
Total output of goods and services is increased if the United States and another country both specialize in producing those products for which their resources are best suited and then trade with each other.

Grade 4, Economic Education for Arkansas Elementary Schools. Page 212.
Comparative advantage is the principle which explains that all nations benefit if each concentrates on producing and exporting goods they can produce with the greatest efficiency and importing goods in which they have the least relative efficiency.

Grade 4, Four Lands: Four People, Heath, Page 89.
Men can change travel and trade routes by opening new means of travel. Trade changes people's lives.

Grade 4, Four Lands: Four People, Heath, Page 91.
Trade began when one city made more of something than it could use and other people wanted or needed to buy it.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, Four Lands: Four People, Heath, Page 97.
Trade depends on a good system of transportation.

Grade 4, Great Explorers, Fideler, Page 100.
La Salle built forts near the Great Lakes. From these forts his men traded with the Indians for furs.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 43.
Being able to export large quantities of food is a sign of a developed country. If American farmers still used traditional farming methods, it is likely that we would not be able to export food.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 2-13.
Trade and commerce are vehicles for social interaction and cultural exchange.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 3-3.
Communication in the form of trade and travel between groups of the same culture helped lead to the building of cities.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 107.
The Mayan Roads were a fine system of roads which allowed traders to travel to all parts of the land to exchange goods for other articles.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 4-3.
Trade is an important factor in communication.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 4-4.
Trade helped the cities of the 18th and 19th centuries to grow.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 143.
As Roman power was weakened, parts of the great Empire were abandoned by Roman soldiers and traders. By about 476 A.D., the Western Roman Empire could no longer keep out the people from the north and east. These people were mostly farmers ruled by strong chieftains. They did not understand trade, so commerce died in the old Roman Empire. Gradually, trade and commerce began to grow again, and by the 900's Europe was again becoming prosperous.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-1.
Trade is a vital part of communication within a culture or between cultures. In order for actual systematic trade to develop and continue, it is necessary to have an economic structure. Exchange of goods takes place by trading, as in barter or as in a monetary system.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 5-7.
Through increased trade, the world has largely become one economic community.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 6-11.
Trade and commerce is a vehicle for social interaction and cultural modification. Ideas, language, and technologies flow as freely as goods and services.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-4.
International trade is an example of voluntary international cooperation.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 8-5.
The eastern hemisphere, largely Europe, has made tremendous efforts and has had some notable success in attaining international cooperation regarding trade, travel and industry.

Grade 4, Life on Paradise Island, Wilson and Warmke, Page 110.
When considering the effect of trade on the Gross National Product, or GNP, the value of exports and imports must be compared. If more money enters the country that leaves the GNP larger. If more money leaves the country than enters it, the GNP is smaller.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 71.
A port facility in a river/sea region can have economic benefits for the entire country and for other nations as well. The port facility is an aid in international trade.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 214.
Overseas trading is exciting and also has a profound impact on the economy of the New England port towns.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 55,
The sheik of Bedouin tribe, decides things for the tribe. He tells them when to move the tents and where they will go to trade.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 57.
The people in an oasis are happy to trade with the Bedouins. The Bedouins supply the oasis with meat and clothing material. The Bedouins receive dates and grain and water in trade.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 64.
Gobi communities carry on trade with other communities.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 108.
Good means of transportation are essential to trade. European countries are dependent upon trade.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 134.
The people of the Congo Basin sell other countries some things they produce. They buy some things other countries produce. These things must be transported.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T94.
People trade to get things they cannot produce for themselves.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T85.
Today Japan is an industrial giant, but at one time it isolated itself from trading with the rest of the world.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T91.
Changes in transportation, communication, and trade came about because of the Industrial Revolution.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T92.
Modern means of transportation were invented after the Industrial Revolution began. These means of transportation increased the amount of trading done and the amount of goods that were available.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 270.
In 1853, American ships, commanded by Matthew Perry, steamed into Tokyo harbor. Perry brought a letter from the President of the United States to the Japanese Emperor. The President wanted Japan and the United States to trade with each other. Perry left and returned with gifts. When the Emperor saw these gifts, he realized that Japan had been wrong to shut itself off from the world.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 282.
Trade is buying and selling. It is the exchange of goods and money among the people of the world. Until the modern means of transportation were invented, there was little trade from one area to another.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Pages 184, 210, and 236.
People share resources when they trade goods and services.

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 213.
Early settlers in North America traded with the Indians. The settlers traded among themselves too.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, The Social Sciences: Concepts and Values, (Orange) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 251.
A few colonists thought the Indians owned the land. These men traded with the Indians. The Dutch, for example, traded some beads and cloth for the island where New York City is today.

Grade 4, Story of America: Transportation, Fideler, Page 13.
French explorers and fur traders traveled through much of the interior of North America. Some of the Frenchmen were furtraders who lived near the Great Lakes. Each summer the traders loaded their furs in canoes. Then they paddled along the shores of the Great Lakes and down the St. Lawrence River to the town of Montreal, where they sold the furs.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon (DEEP), Page 11.
The discovery of the Pacific Northwest created new markets in which the Indians could exchange their goods for those of the Americans.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon (DEEP), Page 29.
It was difficult and expensive for the pioneers to ship things from place to place. They could not specialize very much, because it was hard for them to ship their products to distant markets and hard for them to take advantage of goods manufactured by specialists in other parts of the country.

Grade 4, Teachers Guide to Economics: Grade 4, Oregon (DEEP), Page 31.
Improved methods of transportation facilitate trade.

Grade 4, Web of the World, (TE), Macmillan, Page 146.
Trade includes jobs such as buying and selling.

Grade 4, Web of the World, (TE), Macmillan, Page 172.
Barter is a special kind of trade. It is the exchange of goods for goods, or goods for services, or services for services.

Grade 4, Web of the World, (TE), Macmillan, Page 257.
Long before Chicago became a manufacturing city, it was a trade center. Chicago's location makes it a center for buying and selling.

Grade 4, Web of the World, (TE), Macmillan, Page 271.
Although Japan needs to import most of their raw materials, they produce more than enough goods for the Japanese people. Japan exports manufactured goods all over the world as well.

Grade 4, Web of the World, (TE), Macmillan, Page 271.
Even countries that can manufacture the same things Japan does, buy Japanese products. The United States is one of them. It happens because although, the cost of transporting goods across the Pacific to the United States is high, they cost less than they would if they were made here.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 4, Web of the World, (TE), Macmillan, Page 274.
Trading between countries is an example of large-scale interdependence. Osaka is a leading industrial city in the trading nation of Japan.

Grade 4, Web of the World, (TE), Macmillan, Page 277.
Trading centers often develop in places where there is a natural break in the transportation chain.

Grade 4, Web of the World, (TE), Macmillan, Page T104.
Specialization in production leads to interdependence and exchange.

Grade 5, Adventure: Economics, Ohio, Page 44.
Trade between nations is a further extension of area and occupational specialization. From an economic standpoint, international trade is usually beneficial to all nations participating in it.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T36.
The new nation depended on world trade for her prosperity.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T52.
The economy of the nation was made stronger by the vision of many American businessmen who saw the potential of Far Eastern trade. Trade with China increased the wealth of many in the United States. Trade increased rapidly with the development of new power-driven vessels.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 18.
After the Crusades, ships began regular trade routes from the eastern end of the Mediterranean Sea to northern and western Europe.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 100.
The King of England ordered that the colonists must trade only with certain countries. The King's restrictions on trade were known as the Navigation Acts. Colonial merchants and shop-owners knew that the Navigation Acts would limit their sales. The Acts stated that all goods made in the colonies must first go to Britain to be taxed. This caused many colonists to start smuggling their goods out of the colonies to avoid the taxes.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 157.
Britain and France had been fighting almost constantly since 1793. Napoleon Bonaparte decided in 1805, that the only way he could ruin Britain was to destroy her trade. By 1807, both countries had set up blockages to interfere with ships leaving each other's ports.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 248.
When the fur trade became important in what is now Washington and Oregon, companies in that region also began to trade with China. China provided an excellent market for furs.

Grade 5, American Neighbors, Fideler, Page 1-xi.
Trade between the United States and our neighbors in North and South America is important both to them and to us.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, American Neighbors, Fideler, Page 1-81.
Today, many Canadians are disturbed by the fact that people in the United States control so much of Canada's manufacturing and trade. Although they recognize the need for trade with the United States, they would like Canadians to control more of Canada's industries and mineral resources.

Grade 5, American Neighbors, Fideler, Page 3-43.
When Columbus was a boy, Europeans were eager to trade with the lands of eastern and southern Asia known as the Indies. In the Indies, they could obtain spieces, silks, and other precious goods that could be sold for high prices in Europe.

Grade 5, American Neighbors, Fideler, Page 3-55.
One reason why the Spanish colonies were poorer than those of other European countries was that the Spanish colonies had less freedom of trade.

Grade 5, American Neighbors, Fideler, Page 3-104.
Farming is the main occupation in the Caribbean Lands. Some of them work on large farms where coffee, bananas, and other crops are grown for export to foreign countries.

Grade 5, American Neighbors, Fideler, Page 3-110.
Each year the people of the United States buy large amounts of coffee and other farm products from the Caribbean Lands. The Caribbean region is well suited to exporting farm products. No place in this region is very far from the sea coast. Therefore, farm products do not have to be transported long distances by land.

Grade 5, American Neighbors, Fideler, Page 3-124.
In Central America, all of the republics except Panama have joined together in a "common market." These countries have eliminated tariffs, or taxes, on most products shipped from one common-market country to another. The common market has helped to increase trade and encourage industry in Central America. Several countries and territories in the West Indies have also made trade agreements in an effort to help industry grow.

Grade 5, American Neighbors, Fideler, Page 3-126.
Countries in the Caribbean Lands region must buy many products from outside nations. Most Caribbean countries sell farm products and other raw materials to help pay for the goods they import.

Grade 5, American Neighbors, Fideler, Page 4-7.
Most South American countries belong to the Latin American Free Trade Association. This organization is trying to promote trade among its members by reducing taxes and tariffs on goods that one country sells to another.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 24.
Throughout the 1500's, French explorers scouted the North American coast. Indians along the St. Lawrence River offered to trade furs for European goods. The French realized the furs could be sold in Europe at a great profit. Thus the French set up trading posts where they could trade with the Indians.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 278.
Cartier was never successful in establishing a colony in Canada, though his explorations did lead to the beginning of the fur trade with the Indians.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 279.
French traders found that the Indians admired their metal tools, which were much stronger than the stone tools the Indians used. In exchange for tools, the Indians were willing to give the Europeansfurs--great stores of them.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 301.
The first European to come in contact with the Indians of the Northwest, were the fur traders of the Hudson's Bay Company. The traders would exchange articles used by the white men for the furs of the animals that had been trapped and killed by the Indians.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 302.
As the fur trade flourished, the Indians began trading with white men who were not as honest as the people of the Hudson's Bay Company. These men traded liquor for the furs. But the liquor they traded was usually the lowest grade whiskey to which red ink or tobasco had been added.

Grade 5, Canada, Fideler, Page 89.
Trade in grains and other goods has always been important to Winnipeg.

Grade 5, Canada, Fideler, Page 184.
Canada is dependent on the United States for trade. Nearly three-fourths of the country's exports are sold to the United States. These exports included petroleum, iron ore, and wood pulp, as well as a variety of manufactured products. In exchange, Canada buys machinery, motor vehicles, food products, and many other goods from the United States.

Grade 5, Caribbean Lands, Fideler, Page 37.
Although Mayan cities contained many buildings, they had few inhabitants. Most of the people lived in small villages dotting the countryside. However, they often went to the nearest city to worship their gods or to trade in the marketplace.

Grade 5, Caribbean Lands, Fideler, Page 104.
The Caribbean countries lack industries to make use of their raw materials. Therefore, they sell large amount of bauxite, mahogany, and other raw materials to countries in other parts of the world.

Grade 5, Caribbean Lands, Fideler, Page 107.
In the Caribbean Lands, the farmers grow crops mainly for their own use rather than for sale. Occasionally they may take some of their crops to market to sell or to trade for articles that they cannot make themselves.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, Caribbean Lands, Fideler, Page 127.
Foreign trade is very important to the Caribbean Lands. The Caribbean countries must buy many products from other nations. One reason for this is that most Caribbean countries have very little industry. The Caribbean countries also import some of the food that their people eat. To help pay for the goods they import most Caribbean countries sell farm products and other raw materials to other nations.

Grade 5, Caribbean Lands, Fideler, Page 128.
The Caribbean countries trade mainly with nations outside their region. They have never traded very much with one another.

Grade 5, Caribbean Lands, Fideler, Page 129.
Many Caribbean countries trade mainly with the United States. This nation is the chief buyer of exports and the chief supplier of imports for most of the Central American republics.

Grade 5, Economic Education Curriculum Guide: Oklahoma, Page 55.
Total output of goods and services is increased if the United States and another country both specialize in producing those things for which their resources are best suited and then trade with each other.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 189.
Regions specialize in producing what they can produce to best advantage. Regional specialization is, in fact, a result of the comparative advantage the region has over other regions.

Grade 5, Economic Education for Arkansas Elementary Schools, Page 217.
The United States is increasing its ties to the rest of the world in economic as well as political matters. This "tie" exists because of the importance of exports, imports and international investment. Under the principle of comparative advantage, countries may import certain goods that they could produce themselves at an even lower price than what they pay for the imports. They make up this apparent loss by producing and selling something that they have an even greater advantage in. Even if one country could produce everything cheaper than another (absolute advantage), they would have more advantage in some things than in others. Hence, it would still be to their gain to specialize in things where they had the greatest "comparative advantage" -- and buy those where they had the least comparative advantage.

Grade 5, Four World Views, (TE), Allyn and Bacon, Page 95.
The sea was a highway for trade and travel to the ancient Greeks.

Grade 5, In These United States, Heath, Page 28.
Foreign trade helps a nation grow. A nation imports natural resources it does not have, and agricultural products it cannot grow, and it exports agricultural and manufactured items it has a surplus of.

Grade 5, In These United States, Heath, Page 32.
Since resources are not evenly distributed over the earth, and since nations have different levels of development, the different nations trade with one another. Imports and goods shipped into a country. Exports are goods shipped out of a country. In order to trade, a nation must have a good transportation system.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, In These United States, Heath, Page 98.
The chief activites of New York City are manufacturing, trade and finance. Trade is both foreign and domestic.

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 122.
If England today had to subsist on the food that could be grown at home, there would be famine in the country. England is able to support her population only through trade.

Grade 5, Life on Paradise Island, Wilson and Warmke, Page 110.
Each nation can live better because of foreign trade; the people have a greater variety of goods -- different foods, clothing and even new kinds of tools.

Grade 5, Man the Toolmaker, (TE), Follett, Page T168.
Food offers more interesting trade possibilities. Farmers might want wild foods such as game, fruits, or nuts; hunters might want homegrown foods such as grain, vegetables, and dairy products. Farmers and hunters could possibly trade clohting materials. Farmers could trade cloth for the hunters' furs and hides.

Grade 5, Man the Toolmaker, (TE), Follett, Page T184.
Trade could stimulate specialization by creating a demand for more artisans and for full-time traders.

Grade 5, Man the Toolmaker, (TE), Follett, Page T223.
When the provinces could produce more food and goods, the Romans could enjoy a greater variety of goods and could gain more wealth from trade.

Grade 5, Man the Toolmaker, (TE), Follett, Page T244.
During the Middle Ages trade came to a stand still. When things were a little safer again, many men became traders.

Grade 5, Man the Toolmaker, (TE), Follett, Page T247.
After the Middle Ages, trade and production were carried out on a far larger scale than during the best days of the Roman Empire.

Grade 5, Man the Toolmaker, (TE), Follett, Page T283.
The Chinese government opposed free trade because it did not feel a need for foreign products or ideas, and it wished to control the Europeans sphere of influence.

Grade 5, Midwest and Great Plains, Fideler, Page 70.
In Europe, merchants helped people within the community to exchange the goods they produced and trade with other communities.

Grade 5, Midwest and Great Plains, Fideler, Page 129.
More trade is carried on in Chicago than in any other city of the United States except New York.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, Midwest and Great Plains, Fideler, Page 241.
Today a great deal of trade is carried on between people in different communities and in different countries.

Grade 5, The Northeast, Fideler, Page 68.
Along the Middle Atlantic coast were many bays and river mouths that provided good harbors for ships. Seaports such as New York, Philadelphia, and Baltimore grew up along these harbors. They handled the thriving trade between the Middle Atlantic colonies and other parts of the world, By 1750, Philadelphia and New York were the largest cities in America.

Grade 5, The Northeast, Fideler, Page 71.
Although England allowed the colonists much freedom, it kept firm control over their trade.

Grade 5, The Northeast, Fideler, Page 72.
England wanted to prevent the colonists from trading freely with foreign countries such as France and the Netherlands.

Grade 5, The Northeast, Fideler, Page 85.
According to the constitution, the federal government has the responsibility to regulate trade and settle disputes between states.

Grade 5, The Northeast, Fideler, Page 98.
Although the War of 1812 hurt trade and shipping, it greatly helped manufacturing in the Northeast.

Grade 5, The Northeast, Fideler, Page 145.
Many people from the Northeast moved westward along transportation routes. They established farms and settlements in the lands beyond the mountains. A brisk trade began between the manufacturing cities near the coast and farming communities in the interior. This trade also helped the coastal cities grow. It helped the settlements along the transportation routes to develop rapidly.

Grade 5, The Northeast, Fideler, Page 230.
Trade is exchanging on item of value for another. Trade takes place not only between individuals and business firms, but also between states, regions, and countries. People can have a better life through trade than they could without it. By trading with each other, they can obtain goods that they would not be able to produce themselves.

Grade 5, One Nation: The United States, (TE), Ginn, Page 76.
Americans use their water resources for transporting people, raw materials, and manufactured goods. The oceans are valuable lanes of transportation. Today, ships leave American seaports carrying the products of our factories, farms, and mines for trade with countries all over the world.

Grade 5, One Nation: The United States, (TE), Ginn, Page 229.
All the world neighbors who share the earth are interdependent. No nation has all the food, raw materials, and manufactured goods it needs. Each nation has to trade with other nations to get what its people need or want. The exchange of goods among the nations of the world is known as international trade.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, One Nation: The United States, (TE), Ginn, Page 230.
Trade and interdependence are two-way streets. We trade with our world neighbors for the things which we need and they have. They depend upon us for what they need and we have.

Grade 5, One Nation: The United States, (TE), Ginn, Page T67.
The changes from a cluster of isolated self-sufficient communities to an interdependent world society increases trade and diffuses cultural ideas and practices.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 53.
A nation that buys goods and services from another country must pay for them with goods and services or in gold.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 78.
Mercantilism and free trade are contrasting methods of trade.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 83.
After the War of Independence, Britain would not trade with the United States. American merchants began to trade with European countries such as the Netherlands and France. During this time, trading ships began to visit China. American merchants also traded with the Russians, the Spanish colonists in South America, and the Pacific Islanders. The constitution gave Congress the power to regulate trade between the states and with foreign nations.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Pages 98 and 102.
The new nation of the United States faced many severe economic problems caused by the loss of trade with England and her colonies.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 145.
A tariff is a tax placed on goods produced in a foreign country and shipped into the United States. Hamilton's tariff plans increased the expense of foreign goods and encouraged Americans to buy goods produced in the United States.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 209.
The U.S. government does not protect the steel industry by limiting foreign imports, nor does it crack down on Dumping--in which foreign countries sell steel to U.S. companies at cheaper rates than those at which it is sold in the foreign country.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 162.
People from one environment may trade resources with people from another environment in order to meet needs.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 196.
To help increase their resources, the Hopis, the Eskimos, and the Mexicans of Tepetongo traded with other people. The Hopis, for instance, traded with other tribes from as far away as California. Through trade, cities, states, and nations share their natural resources. This gives the people of the world more ways in which to get foods, shelter, clothing and tools.

Grade 5, The Social Sciences: Concepts and Values, (Purple) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 200.
Japan, is an island nation which has no natural iron ore and crude oil, and imports almost 100 percent of these materials.

Grade 5, The Social Studies and Our Coutnry, (TE), Laidlaw, Page 95.
Merchants, making trips by land and water, made it possible for people to buy and sell goods to one another.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 101.
The production of surplus goods leads to the development of trade. By producing more goods than they needed for themselves, the people of Italy had something to sell. With the profit--the gain made from the sale of goods--that they made, the people of Italy had money with which to buy goods produced by other people. This buying and selling of goods, or trade, was very important to Italy's economic development.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 127.
The first groups of Englishmen who shared the cost of building colonies were merchants. The merchants had made much money by trading.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 187.
New England's commercial fishermen made a good profit exporting, or sending out, large amounts of fish to England and other European countries.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 188.
The people of one colony often sold their surplus goods to people in the other colonies. In turn, they bought goods from the people of other colonies. This trade among the colonies became a larger and larger business as the colonists learned to produce more goods.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Pages 269 and 332.
The American congress saw that it had to do something to help American workers and businessmen. It passed a new tax on goods made outside of the United States. This special tax was called a tariff. Tariffs passed by congress aided American industry by making foreign goods more expensive.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 316.
For many years, America had carried on a profitable trade with the West Indies, a group of islands in the Caribbean Sea. The West Indies supplies molasses and sugar to the American traders which they brought back to New England.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 325.
To protect its trade in Latin America, England supported the Monroe Doctrine.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 336.
As transportation improved and the shipping of products overseas was made easier, the American businessman entered freely into world-wide competition. He leaned less upon the protective tariff and more upon the excellences of his product.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 341.
American businessmen believed that new markets and overseas investments would bring more industrial growth.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 344.
Increased world trade and the ownership of land overseas caused the United States to play a larger part in world affairs.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 350.
American businessmen have profited from the trade they established in the Phillipines.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 353.
In the 1920's, congress passed several laws which raised the tariffs on goods coming into the United States. Some European countries, angered by the United States action, raised their own tariffs on American goods. Then it became difficult to sell American products in Europe. Both European and American business suffered.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T48.
Producing a surplus of goods encourages the development of a trading economy.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T49 and T56.
The buying and selling of goods are important economic activities of people.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T50.
People of a country constantly seek new ways to develop and carry out trading activities.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T80.
Economists have discovered that people begin to engage in trade when they start producing a surplus of goods.

Grade 5, The South, Fideler, Page 88.
In the 1870's trade between the South and other parts of the country and the world increased. Products such as cotton, lumber, and textiles were exchanged for a variety of raw materials and manufactured goods.

Grade 5, The South, Fideler, Page 106.
In every city, there are many people who make their living by exchanging goods and services. Some of the South's largest cities, such as New Orleans and Norfork, are seaports. Farm products, minerals, and manufactured goods are brought to these ports for shipment to other parts of the United States or to foreign countries.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, The South, Fideler, Page 115.
Memphis is the main trading and business city for western Tenessee and parts of neighboring states.

Grade 5, The South, Fideler, Page 238.
In every community, people obtain some of the goods they need through exchange. This results from the fact that every community has some division of labor.

Grade 5, South America, Fideler, Page 37.
The Spanish colonists were forbidden to trade with any other country but Spain. All the goods which they needed had to be bought from Spain. In return, each colony had to send its raw materials to Spain, for the colonies were not allowed to trade with each other.

Grade 5, South America, Fideler, Page 134.
Whenever people divide up the work of a community, they need to exchange goods and services with each other. In this way, each person is able to obtain goods and services that he does not produce himself.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon (DEEP), Page 15.
Our economy was becoming more specialized and more efficient. People and regions were concentrating more and more on goods and services that they could make or grow particularly well, goods or services that they sold to people in other places. New methods of transportation helped by making it easier and cheaper to ship things from place to place. Our new constitution helped by removing the old restrictions on trade and by preventing the various states from enacting new ones.

Grade 5, Teachers Guide to Economics: Grade 5, Oregon (DEEP), Page 25.
The people who live in one part of the United States buy many things that are produced in other parts of our country. Some of them earn money by making goods and services that are sold to people who live in other parts of the country.

Grade 5, This Favored Land, (TE), Macmillan, Page 33.
From the earliest days of the colonies, the settlers wanted to trade. They needed guns, gunpowder, tools, dishes, furniture, medicines, books, and many other things. To buy these things took money. They had to find something that they could sell in order to make that money. In the 1600's most of the English colonies depended heavily on the fur trade to get them the money they needed.

Grade 5, This Favored Land, (TE), Macmillan, Page 52.
By the middle of the 1700's, Phildelphia and New York had become important business centers. But Boston kept first place in shipbuilding and trading.

Grade 5, This Favored Land, (TE), Macmillan, Page 239.
Cities of colonial days and in the early years of independence had been centers of buying and selling and shipping. Trade was their main reason for being -- trade and public life.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 5, This Favored Land, (TE), Macmillan, Page 112.
There are reciprocal advantages of trade; each side finds customers for things it can produce and a source of needed goods that it could not readily produce.

Grade 5, This is Man, Silver, Burdett, Page 147.
Regional specialization encourages interdependent trade relations among nations.

Grade 5, The West, Fideler, Page 105.
Denver is an important trading city for many people who live on the Great Plains or in the Rocky mountains.

Grade 5, The West, Fideler, Page 234.
People in early communities did not carry on as much exchange or trade as people do today. This is partly because far more goods and services are available today than ever before. Better forms of transportation have also made it possible for people to carry on more trade today than earlier people did.

Grade 6, Adventure: Economics, Ohio, Page 44.
Trade between nations is a further extension of area and occupational specialization. From an economic standpoint, international trade is usually beneficical to all nations participating in it.

Grade 6, Africa, Fideler, Page 29.
The people of the Nile Valley could not obtain all the goods they needed in their own area, so they traded with people in other lands. Since there were no longer any forests in the Nile Valley, wood was brought from Lebanon, in Southwest Asia. Copper ore came from the Sinai Peninsula. Gold, incense, ivory, and other goods came from the tropical lands farther south in Africa. In return for all these goods, the people of the Nile Valley supplied the people of neighboring lands with products such as wheat, papyrus, and cloth.

Grade 6, Africa, Fideler, Page 39.
In order to stay healthy, all people need salt in their diet. The nearest salt deposits of any size in Africa were in the Sahara. The people who lived in this area were glad to send some of the salt to the people who lived in the grasslands in exchange for gold. In this way a thriving trade developed. Through the years, large trading cities grew up in the grasslands of western Africa. Merchants came to these cities from hundreds of miles away to exchange their goods.

Grade 6, Africa, Fideler, Page 46.
By the first century A.D., seamen from Egypt and other lands along the Red Sea were visiting the east coast of Africa as far south as what is now Tanzania. They traded with the small groups of people living there. In exchange for glassware, metal tools, and cotton cloth, they received ivory and other products.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Africa, Fideler, Page 53.
The Portuguese wanted to find an all-water route to India, so they could buy goods directly from merchants there. They would then no longer have to pay the high prices demanded by Venetian traders.

Grade 6, Africa, Fideler, Page 57.
Not all the Portuguese who visited Africa were on their way to the Indies. Portuguese traders also made voyages to Africa to obtain goods which they could sell for high prices in Europe. These traders brought cloth, knives, jewelry, and other articles that people in Africa wanted. They exchanged these items for gold, ivory, and other products.

Grade 6, Africa, Fideler, Page 60.
Slavery was common among the Negro peoples of Africa. When traders from Europe began visiting the coasts of Africa, the people who lived there were eager to buy cloth and other goods that the traders had to offer. They were glad to trade some of their slaves to the Europeans in exchange for these goods.

Grade 6, Africa, Fideler, Page 64.
Although some European nations were not really eager to establish colonies in Africa, they did so because they feared that other nations might gain control of certain territories and prevent them from trading.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 43.
King Henry wished to increase Portugal's quantity and range of trading activity; he saw that the means to this end was the development of Portuguese sea power.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 53.
The Portuguese did not want competition from European neighbors: they wanted the African coastal trade to be theirs exclusively hence; they were anxious to keep their neighbors ignorant as to winds, currents, coastal landmarks,etc. Trading forts were often used as jumping-off places for further exploration and as defense outposts, but their primary use was for protecting trade. Goods brought from the interior could be safely kept at a trading fort to await the arrival of a Portuguese ship. Likewise, goods from Portugal could be kept there until traded to African merchants. Also, a well-armed trading fort could keep traders of other countries from engaging in trade with Africans.

Grade 6, British Isles, Fideler, Page 95.
Even with careful farming methods, British farmers are able to grow only half the food needed by the people. The rest must be imported, because there are so many people to feed and there is not enough land suited to agriculture.

Grade 6, Cultures in Transition, (TE), Follett, Page T21.
As trade developed, so did problems: transporting goods, coping with the effects of a growing market, changing from barter to money, and meeting a rising demand for specialists.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Cultures in Transition, (TE), Follett, Page T37.
The increasing population and shortage of good land eventually forced the Greeks to import grain from other countries. To pay for these imports, the Greeks exported olive oil and the wine made from the grapes of their vineyards. After a while they raised little grain at all, concentrating on the crops that could be turned into export items.

Grade 6, Cultures in Transition, (TE), Follett, Page T46.
During the 11th, 12th and 13th centuries, the kings and lords became powerful enough to patrol the highways and rivers. They would protect traveling traders and merchants. Trade between western Europe and the Mediterranean area increased.

Grade 6, Cultures in Transition, (TE), Follett, Page T65.
From the 8th and 10th century, daring Viking warriors from Scandinavia raided the coasts of northern Europe. But by the end of the 10th century, the Vikings had accepted Christianity. Turning to trade, they gave up their warlike ways. Life in Europe became more peaceful. Strong lords and rulers were able to protect roads and rivers.

Grade 6, Cultures in Transition, (TE), Follett, Page T66.
Increasing trade at the end of the Middle Ages provided new job opportunities that attracted people to towns. Merchants, former serfs, and skilled workers settled in towns.

Grade 6, Cultures in Transition, (TE), Follett, Page T67.
Trade makes a greater variety of goods available and permits people to specialize in those jobs they can do best.

Grade 6, Cultures in Transition, (TE), Follett, Page T75.
In both early Greek and medieval Europe trade began when subsistence farming ended. The roles of rulers and lords were also similar in both periods. The rulers controlled trade through taxation and also tried to protect it.

Grade 6, Cultures in Transition, (TE), Follett, Page T202.
Encouraged by their recovery after World War II, the western European nations made a number of economic agreements. The most important of these was the formation of the European Economic Community. The Common Market, as it was called, promoted the free movements of goods, services, and money among France, Italy, West Germany, and the Benelux countries of Belgium, the Netherlands, and Luxembourg.

Grade 6, Cultures in Transition, (TE), Follett, Page T224.
President Nixon's trip in 1972 to China, opened the door to trade between China and the United States. After a 23 year gap, the people of these two countries, began to renew their exchange of goods and ideas.

Grade 6, Cultures in Transition, (TE), Follett, Page T271.
Outside Chinese borders, there were many people interested in trading with China. But China was seldom interested in trading or having any other contacts with these people. It allowed its merchants to exchange goods with outsiders. Confucian China regarded merchants as a lowly class. But the government granted them outside trading privileges so that they could make a living.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Cultures in Transition, (TE), Follett, Page T310.
Trade plays an important part in the Chinese friendship campaign. In 1972, China's trade with Italy and Britain increased greatly. West Germany was already Peking's third largest trading partner that year and continues to do a great deal of business with the People's Republic of China.

Grade 6, Cultures in Transition, (TE), Follett, Page T360.
The Tokugawa period was a time of economic strain for the ruling class in Japan, as well as for the peasant. The main problem was an economy based on farming in an age when trade was rapidly expanding.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 55.
Total output of goods and services is increased if the United States and another country both specialize in producing those products for which their resources are best suited and then trade with each other.

Grade 6, Economic Education Curriculum Guide: Oklahoma, Page 56.
International trade is a two-way exchange consisting of both imports and exports. Barriers to trade may take the form of cultural and social differences as well as artifical trade barriers such as tariffs and different monetary systems.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 194.
Comparative advantage is the principle which explains that all nations benefit if each concentrates on producing and exporting goods they can produce with the greatest efficiency and importing the goods in which they have the least relative efficiency.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 220.
Trade on a world basis is known as importing and exporting. Exported goods are those largely from agricultural and mass-producing industries. Imported goods are those things that a nation does not produce or does not produce enough of. They are bought from another country. Two important problems which arise in world trade are due to differences in monetary systems and tariffs. A country has an advantage in the world's market in both price and quality when it specializes in producing the things it can produce efficiently and then depends on trade for other things. By trading, a nation can conserve its natural resources. Most of the large cities of today grew up as trading centers.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 250.
Trade with Latin America is vital, not only to provide us with those products which we lack, but also to provide a market for our manufactured goods. Another advantage of trade with these nations is helping them to raise their standard of living and to become strong neighbors.

Grade 6, Economic Education for Arkansas Elementary Schools, Page 252.
Diversification in exports is a necessity for a high standard of living and a meaningful part in world trade.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 9. Nations with expanding economies contribute to the economic growth of the United States.

Grade 6, Economic Education for Washington Schools: K-6, (DEEP), Page 11. Productive resources are unevenly distributed among the countries of the world. Therefore, each country benefits when it exports those goods which it can produce most cheaply and imports the goods which other countries produce most cheaply. The kind of goods in which each country may specialize will depend upon the productive resources which are most abundant and therefore relatively cheap.

Grade 6, Eleven Nations, (TE), Ginn, Page 44. Today Britain still doesn't sell as much abroad as it should. It buys more than it sells. Some money comes from trade and some from tourists. But this is not enough. The imbalance of outgo and income continues to be one of Britain's greatest problems today. It affects every part of the economy.

Grade 6, Eleven Nations, (TE), Ginn, Page 136. West Germany is a member of the Common Market, along with France, Italy, Belgium, and the Netherlands. Each of these countries makes some products that are better and cheaper than any others in Europe. German machinery, vehicles, and instruments are valued everywhere. They are important West German exports. Germans exchange these products with products from other members of the common market. In this way the economies of European countries are tied to one another.

Grade 6, Eleven Nations, (TE), Ginn, Page 165. Even if Egypt did not have many resources of its own, because of its location, it had access to resources from other places. Egypt was within reach of traders sailing from other early settlements and its own boats could reach Greece, Asia Minor, or the Levant. The Nile River was also a highway, emptying into the Mediterranean bringing with it products from Central Africa. Early Egyptians had access to goods which were brought by ship, transported along the river, or carried across the desert by caravan. Partly by trading, Egypt grew rich.

Grade 6, Eleven Nations, (TE), Ginn, Page 251. Until recently cacao was the largest export crop of Nigeria. Now the Nigerians are making more money abroad from the sale of petroleum, although cacao is the second largest export item.

Grade 6, Eleven Nations, (TE), Ginn, Page 323. The East India Company was a trading company, chartered by Queen Elizabeth I, of England. Its men were permitted to trade in the countries of Asia. Early in the seventeenth century, ships of the East India Company sailed for India, and its lieutenants set out to confer with Akbar the Great. Akbar died before the first English merchants reached his shores, but his heirs signed agreements with the visiting traders. The agreements allowed the traders to do business with the natives, to build warehouses near seaports, and to hire soldiers to protect the warehouses.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Eleven Nations, (TE), Ginn, Page 354.
Japan lacks almost everything which is usually defined as a raw material. It doesn't have lead. It doesn't have zinc. It doesn't have minerals such as gold or silver. It doesn't even have potassium, which is important for the manufacture of fertilizer. Japan has to import 98 percent of the oil it uses.

Grade 6, Eleven Nations, (TE), Ginn, Page 355.
Japan lacks raw materials, but, by trading, it can import raw materials and use them in manufacturing. And in the modern industrial world, in which nations hardly expect to produce all the goods which they need, Japan specializes in the production of boats.

Grade 6, Eleven Nations, (TE), Ginn, Page 421.
In each settled area of Guatemala people produced pottery and other wares slightly different from those produced elsewhere. Gradually these local products became popular in other towns many hundreds of miles away. Also some areas had minerals, or metals, or other things such as quetzal feathers that other areas didn't have but wanted. Trade began. Along with trade came other cultural contacts.

Grade 6, Eleven Nations, (TE), Ginn, Page 455.
Although Guatemalan factories produce more products than any other Central-American nation, Guatemalans still import most of their manufactured goods from abroad.

Grade 6, Eleven Nations, (TE), Ginn, Page 462.
Trade between the United States and Brazil is very important. Brazilians ship many of their products to our land, such as coffee, manganese, and Brazil nuts; we ship many of our products to them. Therefore, our trade with Brazil provides many jobs in the United States. Large sums of money from the United States are invested in many Brazilian industries, too.

Grade 6, Eleven Nations, (TE), Ginn, Page T34.
Inasmuch as the Japanese had to import so many of the raw materials needed for industry, and because Japan is an island nation, it is clear that to successfully develop, Japan had to become a trading nation.

Grade 6, France, Fideler, Page 61.
Marseille and Lyon are important French trading cities. Marseille is located on the Mediterranean coast of France. Ships sail in and out of the harbors of this great port city, carrying cargoes between France and other countries.

Grade 6, France, Fideler, Page 97.
Fine wines are among the most famous of French exports. These and other products have helped France become on of the world's great trading nations.

Grade 6, Germany, Fideler, Page viii.
Europe's location and the many natural harbors along its irregular coastline are favorable for trade.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Germany, Fideler, Page xii.
The European Community as a whole has achieved success far beyond the expectations of many people. It has become the world's largest trading power. Between 1958 and 1970, the member nations increased their world trade more than two-and-one-half times.

Grade 6, Germany, Fideler, Page 25.
The Romans established trading posts in what is now Germany, but most of this territory remained outside the Roman Empire.

Grade 6, Germany, Fideler, Page 85.
A certain amount of trade is carried on between East Germany and West Berlin but most of the supplies the West Berliners need are brought in from West Germany. West Berlin is able to pay for much of what it imports by selling its manufactured products. The West German government pays for the rest.

Grade 6, In A Race With Time, (TE), Macmillan, Page 80.
In 1900, about 99 percent of all goods sold in Mexican department stores were made in foreign countries. At that time, Mexico sold raw materials abroad and bought manufactured goods. Very often Mexico received low prices for the agricultural and mineral products it exported. But the prices Mexico paid for its imports were generally high compared with the prices it received for exports. Today, about 99 percent of the products sold in Mexican department stores are made in the country. Mexico now turns most of its raw materials into finished products for use at home.

Grade 6, In A Race With Time, (TE), Macmillan, Page 81.
Mexico is especially popular with travelers from the United States. In a typical year, more than a million people from the United States visit Mexico. They money spent by tourists helps to balance the payments made by Mexico for machinery and other goods it buys from the United States.

Grade 6, In A Race With Time, (TE), Macmillan, Page 99.
For many years, the Central American nations were referred to as "banana republics." The term was used because bananas were the chief export of most of the countries.

Grade 6, In A Race With Time, (TE), Macmillan, Page 108.
The chief barrier to trade between the Central American countries is the tariff, or tax, on imports. Each Central American nation set up such tariffs early in its history. Tariffs are sometimes said to be like walls around a country. The ports are compared to gates where a toll is paid. A "tariff wall" is supposed to protect manufacturers and farmers within a country. It does this by keeping out foreign goods that might sell for less than things produced at home.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, In A Race With Time, (TE), Macmillan, Page 110.
The success of the Central American Common Market can be shown in several ways. For one thing, trade among the five member republics has greatly increased. In 20 years, trade among the Central American countries has risen from about 8 million dollars to about 150 million dollars. At first, most of the trade within the Common Market countries was in agricultural products. Now the larger part of trade is in industrial goods. The growth of manufacturing has been encouraged by a large bank set up by the five nations. It lends money to start manufacturing plants that will produce goods needed in Central America.

Grade 6, In A Race With Time, (TE), Macmillan, Page 129.
Millions of United States' dollars were poured into Cuba after the Spanish-American War. The country developed rapidly, but a disturbing change took place. Sugar became the "master" in Cuba. Cattle ranches became cane plantations. The production of coffee and tobacco declined and food production did not keep up with the growing population.

Grade 6, In A Race With Time, (TE), Macmillan, Page 139.
The Commonwealth is something like a family, a mother (Great Britain) and her grown children (former colonies). All the members are independent nations that cooperate in trade, foreign affairs, and military matters.

Grade 6, In A Race With Time, (TE), Macmillan, Page 146.
The development of manufacturing is practical only when markets are available. The industrial progress made by Puerto Rico is due in part to that island's being within the vast United States market area. Products flow freely between the mainland and the island because there are no tariff barriers. The former British possessions are not as fortunate as Puerto Rico. Unlike the small nations of Central America, the former British colonies in the Caribbean have not formed a common market. That is, they have not removed the trade barriers between the islands. They have not erected a common tariff wall to protect local industries from foreign competition.

Grade 6, In A Race With Time, (TE), Macmillan, Page 162.
A great demand for Colombian coffee developed because of its superior flavor. Colombia became next to Brazil, the greatest exporter of coffee in the world.

Grade 6, In A Race With Time, (TE), Macmillan, Page 224.
Minerals now account for almost all that Chile earns abroad. And copper from the desert Chile, accounts for about three-quarters of the total value of the minerals exported. Chile exports more copper than any other country in the world. The United States produces more copper than Chile, but it uses its own output and normally buys a large part of Chile's copper as well.

Grade 6, In A Race With Time, (TE), Macmillan, Page 284.
During the dictatorship of El Supremo, Paraguay was cut off from the outside world. The country was forced to become self-sufficient and to develop its resources. After the death of El Supremo, the country was opened to foreign trade, and immigration.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, In A Race With Time, (TE), Macmillan, Page 320.
Foreigners who walk along the docks are very much impressed with the great variety of products that Brazil exports and imports. It seems that every possible agricultural product and every type of manufactured article is being placed on vessels bound for all parts of the world. And as the great cranes lift crates and bales from the ships, it appears that Brazil also imports every kind of agricultural and manufactured article.

Grade 6, In A Race With Time, (TE), Macmillan, Page 374.
Steps are being taken to form a Latin American market place. Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica formed the Central American Common Market and agreed to join together in developing agriculture and industry. Among other things, these nations are removing restrictions on trade. For example, they are lowering the taxes on goods shipped from one member nation to another.

Grade 6, In A Race With Time, (TE), Macmillan, Page 424.
The United States should respect the Latin American plea for "trade, not aid." For example, the Argentines would like to sell beef in this country. Brazil would like to increase its shipments of coffee and cacao. Peru would like to sell more tuna fish. Yet, as Richard Nixon noted just before he became President, Latin American exports to the United States have been cut in half since World War II. The Latin American nations feel that the United States should buy from its neighbors, rather than from more distant countries.

Grade 6, In A Race With Time, (TE), Macmillan, Page T32.
The single tariff wall placed around the common market was designed to discourage the importation of foreign products that might be grown or manufactured within the Central American nations. At the same time, the single tariff wall was designed to produce revenue by imposing a tax on imported articles.

Grade 6, In A Race With Time, (TE), Macmillan, Page T72.
Spain's restrictions on Argentina's trade angered Argentine merchants and became one of the chief reasons why Argentina revolted against Spain.

Grade 6, In A Race With Time, (TE), Macmillan, Page T95.
Since agricultural production has not increased as rapidly as population in Latin America, imports of food have had to increase over the years.

Grade 6, In A Race With Time, (TE), Macmillan, Page T105.
The interdependence of people of the world makes exchange and trade a necessity in the modern world.

Grade 6, India, Fideler, Page 30.
In the 1400's Europeans were eager to trade with India, to buy its spices and silks and other luxuries. Arab traders had been bringing these goods overland from India to ports on the eastern shore of the Mediterranean Sea. Here, traders from Venice and other cities in Italy loaded the goods on their ships and carried them to ports in Europe.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, India, Fideler, Page 101.
Factories in different parts of India use iron and steel from the country's mills to make metal products. The country must still, however, import most of the heavy machinery and other equipment that it needs for its growing industries.

Grade 6, India, Fideler, Page 114.
Like other underdeveloped countries, India must import most of the manufactured goods that it uses. For example, much expensive machinery is purchased from the United States and other industrialized countries. To earn money to pay for imported goods, India exports raw materials such as iron ore and farm products such as tea. However, it does not earn enough money from exports to buy all the manufactured goods that its people and its industries need.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 184.
Whenever people divide up the work of a community, they need to exchange goods and services with each other. In this way, each person is able to obtain goods and services that he does not produce himself.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 11.
The West's expansion into other parts of the world was a result of trade and exploration dating back to the sixteenth century. It was accelerated by the Industrial Revolution and the need for new markets and sources of raw materials. It was stimulated by new concepts of political and social freedom and by the growing nationalism of European states. Typically, Europeans came to trade and stayed to rule.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 31.
A country has the right to make regulations on its trade. Under the international law concept of sovereignty, no sovereign state can be forced to trade against its will.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 40.
A nation's economy will collapse if all imports are paid for in cash. This problem occurred in China in the nineteenth century.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 97.
A one-crop economy is at the mercy of international prices much more than an economy that has diversified its production. The needs of world trade are changeable and a one-crop economy can easily find itself producing goods that world markets do not need or desire. Such an economy must import the majority of the goods it uses and can easily suffer from an unfavorable balance of trade.

Grade 6, In the Eastern Hemisphere, Heath, Page 67.
If a country must have imports to live, it must raise money through exports or services to pay for the imports.

Grade 6, In the Eastern Hemisphere, Heath, Page 77.
West Germany gets money from exports to pay for the food it imports. Only the United States has a larger share of the world trade than West Germany.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Japan, Fideler, Page 43.
In the middle of the sixteenth century, when warrior landowners were still struggling for power, missionaries and traders from Europe began coming to Japan. The traders were successful in their dealing with the Japanese. The guns that the traders brought to sell were of special interest to the landowning warriors, for these weapons were more effective than the bow and arrow of the Japanese.

Grade 6, Japan, Fideler, Page 48.
In 1854, Japan signed a treaty opening two ports to American ships. As the years passed, more treaties were signed with the United States and other countries.

Grade 6, Japan, Fideler, Page 53.
Japan is a crowded country with little farmland and not enough natural resources for industry. The only way it can provide its people with a good standard of living is by selling manufactured goods to other countries and by using the money earned this way to import food and raw materials.

Grade 6, Japan, Fideler, Page 85.
Yokohama is Japan's third largest city and has a population of more than 2,200,000. Before Japan was opened to foreign trade, Yokohama was just a fishing willage. In 1859, Yokohama's port was opened to foreign traders. After traders began coming here, it began to grow rapidly, and today, Yokohama is one of the most important port cities in Japan.

Grade 6, Japan, Fideler, Page 121.
By the early 1900's, Japan had become an important manufacturing country that depended on trade.

Grade 6, Japan, Fideler, Page 123.
Japan, which is the world's leading shipbuilding nation, sells tankers and other types of ships to countries throughout the world. At one time, Japan was mainly an exporter of cheap, poorly made goods. Today, however, it has become an exporter of many expensive, well-made products. These include automobiles, cameras, and television sets.

Grade 6, Japan, Fideler, Page 146.
Because Japan is a workshop nation, its industries suffer if good trade relations are not maintained with other countries.

Grade 6, Japan, Fideler, Page 149.
Japan has to import most of the iron ore and coking coal needed by its iron and steel plants. The Japanese have turned this handicap into an advantage by shopping all over the world for the highest grade and the least expensive iron ore and coal.

Grade 6, Japan, Fideler, Page 151.
For many years, the manufacture of textiles has been a major industry in Japan. Before World War II, textiles were the most important products that Japan sold to other countries. Today, Japan is still one of the world's leading producers and exporters of textiles. The raw cotton and wool for Japan's textile factories must be imported.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 7.
The Mycenaeans became rich and powerful mostly because of their success in making oils--some perfumed--and what today we would call bath oil. They became known as the oil traders of the world--even their king was an oil merchant as well as a general and a chief.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 26.
Most Greek farmers were able to grow enough food for their own families, and many were able to grow extra food which they sold to other residents of their city-state. But even though they worked hard to make their land productive, they could not produce all the food that was needed. In fact, most of the grain needed in Athens was imported.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 3-8.
The Crusades helped bring about new trade between the East and West. Some Italian cities provided ships and supplies to the crusaders so that when they returned home they brough back many eastern goods.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 112.
As life grew safer in medieval France, towns began to grow stronger and richer. Trade increased, and a middle class of merchants and skilled craftsmen arose.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 114.
Although the Crusades did not accomplish their purpose--to gain control of the Holy Land for the Christians, they did have a lasting effect upon western Europe. The people who went on the Crusades saw ways of life that were very different from their own. They also saw many desirable goods that they had not seen before. Western Europeans wanted these goods, and trade with the Moslem countries to the south increased.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 130.
Craftsmen who had developed skills on the manor left the overpopulated manor villages and moved to the new towns. A lively trade between the towns and the manor villages began to develop. The towns needed food from the villages, and the country people needed to buy clothes and tools from the towns, since many of the craftsmen had moved there.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 188.
India cannot grow enough food for her population. Yet many major industrial nations in the world--with high living standards--do not grow all of the food that their people eat. These nations buy food from other countries. They use the money they earn from selling food, nonfood products, industrial resources, and services to other nations of the world. India is struggling to become able to export enough goods so that she can import food.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 191.
All of India's resources are vital to her future. If India is to become a fully industrialized nation, it must build its industries upon its own resources. Unlike nations like Japan and Great Britain, India cannot afford to import raw materials.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6-14.
Many explorers stopped at the Port of Lagos to trade goods. British ships also stopped here. Britain decided that these products from Nigeria were worthwhile and did not want any other country coming in to trade with the Nigerians.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 290.
British trade with Nigeria increased rapidly in the 19th century. Now that they could navagate the Niger River, the British preferred to trade directly with suppliers in the interior of Africa. They wanted to bypass the coastal chiefs, the African middlemen, in order to make more profit for themselves.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 307.
In 1493, trade was expanding in Spain and Portugal, and each wanted ports around the world to protect and assist fleets of trading ships. Thus, a rage of exploration was started.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 320.
Dom Pedro II was King of Brazil for forty-nine years. Much of that time he ruled wisely and well; he improved his country's trade with other nations of the world.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 364.
Forty years ago the Soviet Union did not trade much with the rest of the world, although some lumber, grain and cotton were sent to Western Europe. As rich in natural resources as the Soviet Union is, the nation still imports raw materials for its factories. Food, too, is brought in, as well as goods such as cars and furniture.

Grade 6, Man and Change, Silver, Burdett, Page 135.
When Japan decided to accept the American government's offer to trade, it opened the door to its own progress.

Grade 6, Man and Change, Silver, Burdett, Page 144.
If Japan is to maintain leadership in industry, it must depend heavily on foreign trade.

Grade 6, Man and Society, Silver, Burdett, Page 388.
Canada acquires much of its capital through trade.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 66.
The British Empire grew through its development and expansion of trade routes, exploration that resulted in territorial claims, its establishment of merchant companies, and so on.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 166.
Tariff barriers increase prices artificially and consequently decrease the demand for goods.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 176.
The lack of sufficient economic diversity and division of labor between nations hinders trade and minimizes the beneficial effects of extending the boundaries of an economic region.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 183.
As communists control of Eastern Europe grew, the United States and its allies cut off trade with most Eastern European governments. Comecon was formed to counter the economic benefits provided by the Marshall Plan through wider economic cooperation between Eastern European countries and the Soviet Union.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 200.
International conflicts are at times generated by economic expansion. For instance, nations who compete economically with Japan must face difficult decisions. These nations have two alternatives: to accept the challenge of Japanese competition by trying harder; or minimize the effect of Japanese competition by protecting domestic industries through import restrictions.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 209.
A country's balance of payments is an accounting procedure that represents all the transactions that take place between the residents, businesses, and government of that country and the rest of the world.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Pages 234 and 242.
The people of the world are held together by a network of transportation systems that enables nations to divide labor and trade goods and services with each other. Transportation systems, if misused, can be a source of conflict and destruction. International business systems bring the people of the earth closer together by facilitating the flow of savings from one part of the world to another and encouraging international trade and economic development.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 136.
The growing population of townspeople in the Middle Ages depended greatly on trade.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 248.
Everywhere in the world people make things which they and others need. In some parts of the world people produce clothing, tools, and food mostly for their own use. Sometimes they trade these goods for different goods made by other people.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 360.
Until almost two hundred years ago China had little contact with Europe. For one thing, China traded very little with other nations. The Pacific Ocean to the east mountains and deserts to the west and northwest made trade very difficult.

Grade 6, The Social Sciences: Concepts and Values, (Brown) (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 420.
In 1958, six nations set up the European Common Market. They agreed on a plan that would slowly lower taxes on goods sent from one member nation to another. Within ten years, they had completely ended all such taxes among the six nations. But they taxed goods coming in from nations outside the Six.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 114.
Trade with other nations encouraged the Sumerians to develop new skills, such as metalworking.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 115.
Evidence indicates that trade with people in other areas was an important economic activity of the Indus civilization.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 132.
Trading activities carried on by the Greeks brought them wealth as well as ideas from other countries. The wealth of Athens was based on trade with her colonies and with other nations.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 165.
Increased production and trade led to the specialization of labor. Increases in trade led to improvements in means of transportation.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 167.
Surplus production was the basis for most trade. Communication and transportation are needed if trade is to grow. Trade between Asia and Europe led to cultural diffusion and the spread of knowledge.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 206.
European kings tried to increase their wealth and power through exploration and trade.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 215.
Economic growth in Europe led to surpluses which encouraged trade. Europeans traded with people in Asia and Africa during the Middle Ages.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 248. Many goods used by people today are imported from other nations. Trade is one way people obtain goods they need or want. The search for trade routes has led to the discovery of new lands.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 256. The people in English colonies resented England's restrictions on their manufacturing and trade.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 260. Trade restrictions hindered economic growth in America and made the colonists angry.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 261. There was much rivalry among the countries of western Europe in their trading activities. Each country engaged in trade to make a profit. To make a profit, each country thought that its exports had to be greater than its imports. Exports are goods sent out of a country. Imports are goods brought into a country. When its exports were greater than its imports, a country had a favorable balance of trade.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 263. Conflicts, mainly over economic policies and trade, led to a war between England and China. Europeans tended to export manufactured goods to people in Africa in return for natural resources.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T49. Surplus production often leads to trade among people. Trade and increased production normally lead to increased specialization and interdependence.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T65. To some extent, trade exists in every society. An accepted medium of exchange--money--many trade between societies to operate more efficiently. Trade may lead to territorial expansion.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T85. Nations tend to produce the goods they can produce most efficiently. Nations import and export goods with other nations.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T88. An increase in demand for goods may lead to an increase in production and trade.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T89. Geographic conditions tend to encourage trade in some nations. Trade and economic growth often lead to internal improvements.

Grade 6, Southeast Asia, Fideler, Page 5. The nations of Southeast Asia have many of the same problems. All of these nations must import many of their manufactured goods and pay for them by exporting raw materials from mines, forests, and farms.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, Southeast Asia, Fideler, Page 33.
Southeast Asia was an important trading area in the fifteenth century. As we have learned, one reason for this was its location on the water route between India and China. Another reason was that Southeast Asia produced goods that the rest of the world wanted to buy.

Grade 6, The United States and Canada, (TE), Addison-Wesley, T121.
Economic cooperation, as evidenced by such things as international trade and the establishment of Canadian bases for American industries and vice versa, is worthy of consideration as one of the "causes for peace."

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 65.
Canadian farmers grow some surplus for export, or sale abroad every year. They know they can usually find customers in the world market. One reason is that Canadian wheat prices are low. American farmers, on the other hand, grow food mainly for sale at home. They do not depend so much on the world market.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 87.
The sea was a busy doorway for trade with nations in Europe in the late 1700's.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 99.
Cities often become cities by being trade centers for goods and services.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 155.
New York City handles more exports and imports than any other city in Anglo America. Its harbor, one of the best in the world, has many miles of docks.

Grade 6, The Ways of Man, (TE), Macmillan, Page 43.
Even in the fighting and confusion of the Dark Ages, towns had not disappeared. Trade had not stopped. At the beginning of the 11th century, there were some towns and cities. They were small. Often towns were near the castle of a feudal lord who protected them. Bigger crops, more people, and less fighting--all these helped to bring about a revival of trade staring in the 11th century. Then came an even greater stimulus to trade--the Crusades.

Grade 6, The Ways of Man, (TE), Macmillan, Page 44.
During the High Middle Ages, spices and other much wanted goods from the Far East came to Europe in larger and larger amount through the Middle East. The merchants made huge profits from it.

Grade 6, The Ways of Man, (TE), Macmillan, Page 76.
Until recently, each nation of western Europe thought mostly about its own welfare. To build up its own industries, for example, it placed tariffs on goods bought from other countries. In this way it hoped to make the price of the imported goods higher. Then people of each nation would be more likely to buy the things made in their own country. They would buy fewer of the more expensive foreign made goods.

TRADE (NATIONAL AND INTERNATIONAL): COMPARATIVE ADVANTAGE

Grade 6, The Ways of Man, (TE), Macmillan, Page 77.
The major goal of the European Economic Community was to get rid of all tariffs within the community. This has now been done. Now goods move from country to country without tariffs. This means, for example, that a West German-made automobile manufacturer can plan on selling his cars to a market of over 180 million people.

Grade 6, The Ways of Man, (TE), Macmillan, Page 236.
The Arabs entered the transSaharan trade in the 8th century. This greatly extended the use of the camel, and a network of desert routes developed. Many cities grew up as trade centers.

Grade 6, The Ways of Man, (TE), Macmillan, Page 361.
It was the riches of East Asia that set in motion the European explorations of the 15th and 16th centuries. European power, in the years that followed, acquired possessions in India and Southeast Asia that served as centers for carrying on trade in these areas. While this was going on, China was entering the era of one of its great dynasties. It was in a position to tell the European powers whether or not they might trade with China, enter or not enter. For a while, Chinese rulers were fairly generous toward the new comers. But as they watched Europeans move beyond trade to positions of influence in India and Southeast Asia, they did not like what they saw. So they limited the activities of foreigners. They had so tightened restrictions by the mid-1700's that only one port in the entire country, Canton, was open to foreign trade. And in that port all trading had to be done through merchants named by the Chinese government.

Grade 6, The Ways of Man, (TE), Macmillan, Page 387.
The towns and cities of China, as everywhere in the world, were centers of trade as well as centers of government. Merchants ranked very low in the social scales in China, but trade was nonetheless a very important activity. From China's earliest days, traders carried Chinese goods to Western Asia and Europe. Between the 8th and 13th centuries China went through a "commercial revolution". This was the century when commerce shifted to a large extent from the Mediterranean Sea to the Atlantic Ocean. The shift that China made, in its commercial revolution was from the overland to seaborne trade. A thriving ocean trade developed with Japan and Southeast Asia. The old trade ties with Western Asia and Europe continued to flourish, however.

Grade 6, The Ways of Man, (TE), Macmillan, Pabe 511.
One of Japan's problems is its trade relations with other industrial nations. While Japan was building its industries, it protected those industries against foreign competition. It limited very strictly the import of foreign-made goods. Some of those protected industries are now giants. They no longer seem to need any protection. But there are also thousands of small business enterprises in Japan. They do need continued protection, it is claimed.

On the other hand, many United States businessmen are telling United States government officials that they are getting hurt. Japan, they say, is selling huge amounts of textile products and thousands of automobiles in the United States. The businessmen say they cannot compete with the prices the Japanese can afford to charge. Yet the Japanese close their doors to some American-made products. They will not let Americans invest capital in plants that would manufacture American products in Japan.

TRANSPORTATION

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 31. Without adequate transportation systems it would be impossible to provide America's people with the products of its many industries. Moving processed foods from producer to consumer is a complicated operation, since orders usually go through the hands of many individuals or organizations before reaching local retail stores.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 35. Truck transport is much less expensive than air transport. Since canned goods stay good for a long time, there is no need to pay for faster but more expensive air shipping services.

City growth was limited until food transport became efficient. Before large quantities of food could be shipped to cities regularly many people were forced to remain near the farm, the source of their food supply.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 105. In the first few years of the twentieth century, the automobile was not generally considered a dependable means of transportation. The first extensive hard-surfaced road in the United States was the Lancaster Turnpike, completed in 1795.

Grade 4, Industry: Man and the Machine, (TE), Allyn and Bacon, Page 106. By the 1920's the federal government was forced to take an interest in road building. In 1926 a number of main highways were designated the "U.S. Highway System."

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 151. A good public transportation system is very important to large cities.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 163. The moving of products from where they are made to places where they are used is called distribution.

Grade 4, Investigating Communities and Cultures, (TE), American Book Co., Page 180. Improved transportation makes even a small town part of a much larger economic community.

Grade 4, Our Working World: Regions of the United States, (TE), 2nd ed., S.R.A., Senesh, Page 197.
Poor transportation into and within Appalachia affects the region.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 59.
In Africa, on the Sahara desert, canels used to transport things the people sold or traded and also the things the people got in return. Other means of transportation are now replacing caravans.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 72.
Modern transportation is making changes in man's use of deserts.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 109.
Today trains and good roads make it easier to get from place to place. Trains and motor vehicles carry people and goods swiftly.

TRANSPORTATION

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 119.
There are few roads in the rain forest of the Amazon river basin. Rain and plants destroy them soon after they are made. People rely on the river for transportation.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 122.
The people depend on many types of transportation on the Amazon.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 127.
More products could be sold to other countries from the rain forest if transportation were better.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 134.
The people of the Congo buy some things other countries produce. These things must be transported.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 151.
Early locomotives used wood for fuel. Much of this wood came from the trees growing on land the railroads crossed. Railroads provided jobs for many workers. Communities need the railroads.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 165.
Before the days of the railroads, farmers raised only the foods they needed for themselves. Now the farmers raise crops to sell. Farms and cities must be linked by transportation.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 177.
Roads between the farms and villages are poor in the Yellow Plain of China.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page 203.
Roads have been built through most passes in the Alps. Many of the passes also have railroad tracks running through them.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T69.
Water transportation has always been important to people in Europe's western coastal lands. Today, roads, as well as waterroutes, connect the countries of Europe.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T72.
Heavy rainfall and rapid plant growth make construction of roads difficult in tropical rain forests.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T74.
Boats and airplanes are the most important means of transporting people and freight in the Amazon River Basin.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T84.
Improved means of transportation helped plains farmers to get supplies and to sell products to distant markets.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T103.
Transportation routes through mountain chains follow passes between mountains.

TRANSPORTATION

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T111.
Llamas are raised for food, clothing, materials, and transportation by the people of Aymara, in South America.

Grade 4, Regions and Social Needs, (TE), Laidlaw, Page T130.
Every country needs good means of transportation. At one time, railroad transportation was the swiftest and best way to link sections of a large country.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T44.
Early civilization tended to develop at the crossroads of transportation routes, where ideas flowed most freely. With today's transportation and communications systems, ideas flow on a global scale and help speed development of the previously more isolated groups.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T71.
The Incas had no machinery or large beasts of burden to carry heavy loads. Before transportation was improved, Switzerland had few visitors.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T87.
After the Industrial Revolution, climate and soil became secondary in importance as factors in the choice of where to live. The location of raw materials and easy transportation for movement of products became more important.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T89.
Chicago is ideally located for transportation.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T91.
Changes in transportation, communication, and trade came about because of the Industrial Revolution.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page T92.
Before the Industrial Revolution, travel was slow and difficult. New methods of transportation were invented after the Industrial Revolution began. Modern means of transportation increased the amount of trading done and the amount of goods that were available.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 156.
Traveling 2,500 miles in a jet airplane is easy. It takes only four or five hours. Traveling 2,500 miles of road is easy in a car, too, but it takes a long time. Traveling by foot takes a long time, and is difficult.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 279.
Before the Industrial Revolution, travel was slow and difficult.

Grade 4, Regions Around the World, (TE), Field Educational Pub., Page 282.
Until the modern means of transportation were invented, there was little trade from one area to another.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 148.
When settlers began to move away from the Atlantic coast, some went by foot or wagon. Others traveled by water.

TRANSPORTATION

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 212.
The United States has more than 322,000 kilometers of railroads. These railroads facilitate trade and growth in many areas.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 275.
The Plains Indians saw railroads built across the plains, splitting the buffalo herds and destroying their resources.

Grade 4, The Social Sciences: Concepts and Values, (Orange), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 320.
The national government had given about seven million acres of land to road and canal companies to help them create transportation facilities in areas where few people lived. The railroad men used the land to get bank loans.

Grade 4, Story of America: Transportation, Fideler, Page 9.
Traveling by canoe was faster and more convenient than journeying through dense forests.

Grade 4, Story of America: Transportation, Fideler, Page 12.
Soon after the Pilgrims came to America, they began using canoes for transportation.

Grade 4, Story of America: Transportation, Fideler, Page 15.
The first colonies in America did very little traveling. There were no roads through the dense forests. Also, the colonists had no horses, no carts, and no carriages.

Grade 4, Story of America: Transportation, Fideler, Page 19.
Farm families sometimes traveled to market in large sleighs.

Grade 4, Story of America; Transportation, Fideler, Page 25.
Many of the early roads in America began as Indian trails.

Grade 4, Story of America: Transportation, Fideler, Page 27.
After the Revolutionary War, when Americans began moving westward in greater numbers, new roads were built to connect the East and West.

Grade 4, Story of America: Transportation, Fideler, Page 32.
Stagecoaches carried travelers from town to town in America for more than 150 years.

Grade 4, Story of America: Transportation, Fideler, Page 36.
Prairie Schooners were wagons which pioneer families used while making the long trip to Oregon.

Grade 4, Story of America: Transportation, Fideler, Page 41.
Many kinds of freight were carried in Conestoga wagons. Merchants and manufacturers shipped goods from town to town in these huge wagons. Farmers used them to haul their produce to market.

TRANSPORTATION

Grade 4, Story of America: Transportation, Fideler, Page 43.
After the Revolutionary War, thousands of pioneer families traveled west in flatboats.

Grade 4, Story of America: Transportation, Fideler, Page 51.
People in America have always used their country's waterways for cheap, convenient transportation. Canals were built to connect one water way with another. Before the year 1825, there was no water highway on which boats could travel between the Great Lakes and the rivers in the eastern part of the United States. Because it was very expensive to haul freight overland, people wanted to build a canal to connect these two parts of the country.

Grade 4, Story of America: Transportation, Fideler, Page 61.
During the Gold Rush, thousands of people sailed on clipper ships to California. Before the time of clippers it took 180 days to sail from New York to San Francisco. Clippers could make the voyage in eighty-nine days. A trip on one of these fast ships took less time than traveling overland by wagon. America's clipper ships traveled all over the world. They were used for carrying freight from the Orient.

Grade 4, Story of America: Transportation, Fideler, Page 62.
By 1873 three-masted schooners were carrying freight along the American coasts. These ships transported freight more cheaply than other ships because they were operated by small crews.

Grade 4, Story of America: Transportation, Fideler, Page 70.
By the middle of the nineteenth century, Americans were traveling on river steamboats that seemed like fairy palaces to many of the passengers.

Grade 4, Story of America: Transportation, Fideler, Page 72.
By 1846, the river steamboats were carrying more freight than all the oceangoing ships that sailed between the United States and other lands.

Grade 4, Story of America: Transportation, Fideler, Page 73.
Steamboats carried most of the freight that was shipped to and from towns along the rivers, in 1846.

Grade 4, Story of America: Transportation, Fideler, Page 75.
In 1860, steamboats on the western rivers carried more passengers and freight than ever before. There were about two thousand steamers on the rivers at that time. In 1861, however, many boats stopped operating because of the war which started between the North and the South. By the time the war ended, in 1865, railroads were carrying much of the freight once transported by steamboats.

Grade 4, Story of America: Transportation, Fideler, Page 82.
Although railroad travel was uncomfortable, many Americans were eager to ride on trains. They could travel faster and more comfortable by train than by the other means of land transportation then in use.

Grade 4, Story of America: Transportation, Fideler, Page 90.
More important than the passenger trains are the modern freight trains. Milk, fresh fruits, and vegetables from the farms are swiftly transported by train to the city markets.

TRANSPORTATION

Grade 4, Story of America: Transportation, Fideler, Page 95.
Late in the nineteenth century, horse-drawn streetcars were replaced by trolley cars in many cities.

Grade 4, Story of America: Transportation, Fideler, Page 100.
Bicycles were sold in America in the early part of the nineteenth century, but only a few people bought them. The first bicycles had no pedals.

Grade 4, Story of America: Transportation, Fideler, Page 103.
After 1900, fewer and fewer people used bicylces. Everyone was interested in a new machine called an automobile.

Grade 4, Story of America: Transportation, Fideler, Page 109.
Early in the twentieth century, manufacturers started to produce trucks and buses. By the 1920's buses were carrying passengers across the nation and thousands of trucks were being used for long-distance hauling. Today, both trucks and buses are important means of transportation in America.

Grade 4, Story of America: Transportation, Fideler, Page 115.
The submarine has been used mainly for military purposes rather than for transporting passengers or freight.

Grade 4, Story of America: Transportation, Fideler, Page 123.
Today, you can travel quickly and safely by air to all parts of the United States and to the major cities on every continent.

Grade 4, Web of the World, (TE), Macmillan, Page 203.
Transportation has a great deal to do with the size of markets. All of the United States is one big market. One reason is that we have so many highways, railroads, trucks, airplanes, and ships that connect different parts of the country.

Grade 4, Web of the World, (TE), Macmillan, Page 207.
A road is being cut through the rain forest of Brazil. It is hoped that a road will make new and bigger markets.

Grade 4, Web of the World, (TE), Macmillan, Page 209.
The cheapest transportation in the United States is by water.

Grade 4, Web of the World, (TE), Macmillan, Page 210.
Most goods going to other parts of the world must go by ship.

Grade 4, Web of the World, (TE), Macmillan, Page 213.
Planes carry very different goods from carriers that move by water. Air freight costs more than any other means of transportation. So goods that travel by air are high in value and small in size.

Grade 4, Web of the World, (TE), Macmillan, Page 214.
Railroads are very good for carrying manufactured and large and heavy goods to places far away. Railroads and trucks try to get some of the same business.

TRANSPORTATION

Grade 4, Web of the World, (TE), Macmillan, Page 219.
There is another important kind of transportation in the United States. This is pipeline transportation. Pipeline transportation is almost as cheap as water transportation. Oil and natural gas are pumped thousands of miles through pipes from oil and gas fields to the cities.

Grade 4, Web of the World, (TE), Macmillan, Page 221.
The Federal Government has done many things to help different kinds of transportation.

Grade 4, Web of the World, (TE), Macmillan, Page 223.
Transportation and communication make it possible for people to be more productive and more interdependent.

Grade 4, Web of the World, (TE), Macmillan, Page 241.
Goods that are produced by factories in the city must be taken to markets in other parts of the state, the country, and the world. This transportation of manufactured products out of a city is very important. People must send their goods to markets if the workers are to receive their pay.

Grade 4, Web of the World, (TE), Macmillan, Page 242.
Some of the members of families in suburbs work in the nearby city. Every day they go back and forth to and from the city--that is, they commute. Much of this commuting is done by automobile. Many people also move around inside the city by automobile.

Grade 4, Web of the World, (TE), Macmillan, Page 244.
If more people would use mass transportation, the city planners tell us, it would help in two ways. First, it would mean fewer cars on the streets. Second, it would make possible a better system of mass transportation.

Grade 4, Web of the World, (TE), Macmillan, Page 246.
No big city had built a new mass transportation system to connect its suburbs and inner city since the 1920's. Then, in September 1972, San Francisco, opened its new Bay Area Rapid Transit--Bart--system.

Grade 4, Web of the World, (TE), Macmillan, Page 254.
Chicago is at the crossroads of many routes across the United States. For this reason most of the important railroads go there. In fact, it is the largest railroad center in the country. For the same reason, it is a trucking center. Buses, too, use Chicago as a crossroads as do airplanes. Its location had much to do with making Chicago a major center of transportation in the country. Yet transportation is not the largest industry in Chicago. Most of the people there earn a living by working in factories.

Grade 4, Web of the World, (TE), Macmillan, Page 259.
Water transportation is usually the cheapest way to carry goods from one place to another. It is also the only practical way to carry large amounts of goods across oceans.

TRANSPORTATION

Grade 4, Web of the World, (TE), Macmillan, Page 277.
Nairobi grew because it was the camp at the end of the railroad. Goods were transported to the camp; people came to the camp to trade.

Grade 4, Web of the World, (TE), Macmillan, Page T138.
Basic requirements of interdependence among people, communities, and nations are met through efficient transportation and communication systems.

Grade 4, Web of the World, (TE), Macmillan, Page T153.
Mass transportation systems are necessary for the life and development of large cities.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page T26.
The South's major rivers linked the plantation system into an effective commercial unit.

Grade 5, The American Adventure, (TE), Field Educational Pub., Pages T49 and 232.
The meat industry grew rapidly with the expansion of the railroad and the invention of the refrigerator car.

Grade 5, The American Adventure, (TE), Field Educational Pub. Page T57.
Rural America became a part of the booming nation, as city and country were tied together by the automobile and railroad.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 82.
Rivers were of major importance to the plantation owner. Sometimes the riverboats would dock right at the owner's wharf. There, the boats would be loaded with the cotton, tobacco, corn, or other products for shipment to the towns.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 163.
Rivers became very important as Americans moved from the East. Many travelers followed the great rivers to find a homesite. The Ohio, Manongahela, Mississippi and Allegheny Rivers became early "highways" along which people and their belongings could move.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 262.
The twentieth century brought swifter transportation and communication between Europe and America. Faster ships were built.

Grade 5, The American Adventure, (TE), Field Educational Pub., Page 282.
With better roads, buses appears--a new way for people to travel. Trucks were a new way to carry trade goods and farm produce to market. The automobile let rural people travel more.

Grade 5, American Neighbors, Fideler, Page 1-x.
Thanks to modern methods of transportation, the other countries and territories of the Western Hemisphere are all close neighbors to the United States.

TRANSPORTATION

Grade 5, American Neighbors, Fideler, Page 1-54.
Today Canada's railroads are operated mainly by the Canadian National and the Canadian Pacific Railroad Companies. Only the United States and the Soviet Union have more miles of railroads than Canada. Most of Canada's railroads are in the southern part of the country.

Grade 5, American Neighbors, Fideler, Page 2-38.
Transportation is one of Mexico's biggest problems. In Mexico, one will see all the modern means of transportation, but one will also see more primitive means.

Grade 5, American Neighbors, Fideler, Page 2-39.
Mexico has about fifteen thousand miles of railroad track. Railway lines serve mainly the capital and other important cities. The Mexican government which controls the country's railways is working hard to improve rail service.

There are many fine highways connecting the cities and resort towns of Mexico. In the last few years, the government has built a number of roads into the back country.

Grade 5, American Neighbors, Fideler, Page 3-131.
In Central America the tourist industry has just begun to develop. However, the lack of transportation makes travel difficult in many parts of this region.

Grade 5, American Neighbors, Fideler, Page 3-134.
The Pan American Highway is a system of roads extending through Mexico, Central America and much of South America. Its total length is almost thirty thousand miles. The highway is expected to increase trade among the countries that it connects, by making the shipment of goods faster and easier.

Grade 5, American Neighbors, Fideler, Page 3-135.
Air transportation is especially useful in a region where land transportation is usually poor, such as the Caribbean Lands. Even though air transportation is very costly, even bulky products, such as coffee and chicle, are sometimes carried by airplane.

Grade 5, American Neighbors, Fideler, Page 4-68.
Many of the roads in South America are narrow dirt trails. These dirt roads become very muddy when it rains. When it is dry, clouds of dust make traveling on these roads very unpleasant. Railroads in South America differ so much from one another that it is very difficult to connect the various lines into a large system.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 3-6.
The level of man's technology affects how he produces and transports his goods.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 108.
When the Erie Canal was completed, New Yorkers were ready. Merchants ran regularly scheduled ships to Europe and along the southern coastline of the United States, picking up farm products to carry to foreign ports. New York became the main trading center for the western states, too.

TRANSPORTATION

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 162. Until the 1830's Americans traveled by foot, horseback, stagecoach, or boat. But starting in the early 1830's, the sharp whistle of the steam locomotive was heard across the land. Railroads quickly proved their worth. They could travel faster and farther than horses. And they could carry hundreds of passengers and thousands of pounds of cargo.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 181. Rockefeller'a company, the Standard Oil Company, gained control of the oil industry in the late 1800's. As the largest oil company in the country, Standard Oil demanded and got, special low prices from railroads and pipelines. Because he paid less for transportation, Rockefeller, was able to charge less on the market, driving smaller oil companies out of business.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 196. In 1889, a way was found to move streetcars by electric power instead of by horsepower. The new electric streetcars went much faster than the horsecars. So did steam-powered cable cars, which worked especially well in the hilly city of San Francisco.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 199. As the automobile became more popular, people wanted better roads. The federal, state and local governments built roads. Better roads made automobiles still more popular.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 200. Horsebuses, horsecars, streetcars, cable cars, bus services, and subways all helped cities grow. They also made it possible for people to live two, three, or even eight or ten miles from the downtown area where they worked. With better and faster means of transportation, workers could get downtown easily from far away.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 207. Improved transportation helped make it possible for more Europeans to move to the United States. Steamships made regular journey's from Europe to the Northeastern cities of the United States.

Grade 5, Asking About the USA and Its Neighbors, (TE), American Book Co., Page 322. The Hacienda owners in Mexico appreciated the railroads Diaz built. Transporting goods to foreign markets was now much easier. The railroads were built mostly by American, British, and Belgian businessmen.

Grade 5, Canada, Fideler, Page 22.
The towering wall of the Rocky Mountains forms a barrier to railway and roads in Canada. Fortunately, there are several passes through which trains can travel.

Grade 5, Canada, Fideler, Page 188.
Many of the mineral deposits are located in remote, unsettled areas of northern Canada. Roads and railroads have to be built to these areas before the minerals can be developed.

TRANSPORTATION

Grade 5, Caribbean Lands, Fideler, Page 2.
Many important travel routes pass through the Caribbean Lands. To connect the Atlantic and Pacific, a canal was built across the narrow Isthmus of Panama in Central America.

Grade 5, Caribbean Lands, Fideler, Page 10.
The Highland region of Central America is a barrier to transportation. It is difficult to build roads and railroads over the rugged mountains.

Grade 5, Caribbean Lands, Fideler, Page 108.
Some parts of Central America are not being used for farming, even though they have fertile soil and a good climate. One reason is that they lack roads and railroads. It is difficult for people wishing to start new farms to reach these areas.

Grade 5, Caribbean Lands, Fideler, Page 109.
The governments of some Caribbean countries are trying to provide a better way of life for their farmers. New roads will help farmers transport their products to market.

Grade 5, Caribbean Lands, Fideler, Page 132.
Land transportation is poor in most Caribbean countries. It is difficult to build roads and railroads in the Caribbean Lands regions. In both Central America and the West Indies, much of the land is rugged and mountainous. Some areas, such as the Caribbean lowland of Central America, are covered with dense rainforest. Most Caribbean countries cannot afford the cost of building and maintaining roads and railroads in mountainous or densely forested areas.

Grade 5, Caribbean Lands, Fideler, Page 135.
Many of the railroads in the Caribbean Lands were built to transport products from farming areas to seaports. Air transportation is especially useful in a region where land transportation is usually poor, such as the Caribbean Lands.

Grade 5, Caribbean Lands, Fideler, Page 136.
Sugar, bananas, coffee, and other leading exports of the Caribbean Lands are carried mainly by ship. Because these cargoes are bulky and must be transported for long distances, it is usually cheaper to send them by sea than by air or by land.

Grade 5, Four World Views, (TE), Allyn and Bacon, Page 94.
In general, sea travel was quicker and safer in ancient Greece than travel by land. The mountainous terrain was rugged and roads were poor. Means of transportation by land were limited--foot, horse, or mule, and occasionally cart or chariot. Bandits or wanderers also posed a threat to travelers. Transportation of goods was also cheaper, safer and quicker by sea.

Grade 5, Four World Views, (TE), Allyn and Bacon, Page 95.
The sea was a highway for trade and travel, a land of communication, a source of food and wealth.

TRANSPORTATION

Grade 5, Lands of the Middle East, (TE), Allyn and Bacon, Page 65.
The Suez Canal is important because it enables ships to go from Europe to Asia without going around Africa. It links Europe with Asia, east Africa, and Australia.

Grade 5, Man the Toolmaker, (TE), Follett, Page T219.
On land, the well-engineered roads were the great arteries of the Roman Empire. Built for military purposes, the roads were also vital for the regular movement of people, goods and news throughout the Roman world. The roads were straight and paved with stone. Over them moved a diverse stream of traffic: pedestrians, mounted riders, horse-drawn carriages, and carts pulled by donkeys, mules, or oxen.

Grade 5, Man the Toolmaker, (TE), Follett, Page T222.
The Mesopotamian irrigation canals and the Roman roads were alike in that both were essential to the support and maintenance of an urban society. And both were used in the transport of goods. They differed in their elaborateness and extent as transportation routes.

Grade 5, Man the Toolmaker, (TE), Follett, Page T250.
The miners of the eighteenth century had one major problem. How could they deliver the iron and coal to the factories? Until this time merchants had sent their goods in horse-drawn carts on dirt roads. The carts were clumsy and slow. The roads were narrow and muddy. They could not handle the great amounts of goods now produced. In the middle of the 18th century, men began to solve this problem in several ways. They built canals between the important cities and the important rivers in England.

Grade 5, Man the Toolmaker, (TE), Follett, Page T279.
Transportation in Africa depended on human and animal muscle power when Europe had steam-powered trains. The Europeans could carry goods faster and could transport more goods at one time. Trains could also move large groups of people in a short time.

Grade 5, Man the Toolmaker, (TE), Follett, Page T316.
The automobile age further stimulated the exodus from the city.

Grade 5, Man the Toolmaker, (TE), Follett, Page T321.
In Japan the number of automobiles in use is rising so fast that traffic experts there are worried. They think Japanese roads may run out of space. There are now about 20 million cars on the roads. The highest number of cars the roads can hold is about 30 million.

Grade 5, Man the Toolmaker, (TE), Follett, Page T371.
Modern communication and transportation are two technological improvements that can speed up social change by allowing the rapid spread and exchange of information among many people.

TRANSPORTATION

Grade 5, Midwest and Great Plains, Fideler, Page 93.
The railroads helped bring to the plains many people who wanted to farm. Before the railroads were built, it was not profitable to raise crops in the plains. In most areas, the only way a farmer could send his goods to market was by wagon. This was slow and expensive. Railroads allowed farmers to ship their goods cheaply and quickly.

Grade 5, Midwest and Great Plains, Fideler, Page 97.
A century ago, railroads had been built to transport passengers and freight between cities, but most people still used horsedrawn buggies and wagons.

Grade 5, Midwest and Great Plains, Fideler, Page 112.
The methods of transportation and communication that were developed during the century of progress have made the world seem much smaller.

Grade 5, Midwest and Great Plains, Fideler, Page 206.
People need good transportation for many other purposes besides the shipment of goods. Workers usually need some kind of transportation to get to work. Doctors, policemen, and firemen depend on transportation to get them quickly where they are needed in times of emergency.

Grade 5, Midwest and Great Plains, Fideler, Page 208.
An excellent system of roads, railroads, airways, and waterways serves the Midwest and Great Plains. People and goods can be transported from place to place much faster and more easily now than in pioneer days.

Grade 5, Midwest and Great Plains, Fideler, Page 210.
Most of our country's major railroad lines serve the Midwest and Great Plains. Although millions of people travel by train each year, the main work of the railroads is hauling freight.

Grade 5, Midwest and Great Plains, Fideler, Page 211.
Ships traveling on the Great Lakes carry many kinds of raw materials and manufactured products. Although water transportation is slower than other means of transportation, it is generally cheaper. Therefore, ships are often used to transport heavy cargos that do not need to be moved in a hurry.

Grade 5, Midwest and Great Plains, Fideler, Page 221.
The Midwest is a great manufacturing region because it has nearly all the things industry needs. One of the most important advantages is its excellent transportation system. Low-cost water transportation is used to take raw materials to factories and to carry manufactured goods to customers. Also vast networks of roads, railroads, and airways crisscross the Midwest.

Grade 5, The Northeast, Fideler, Page 98.
In the early 1800's, it was difficult to travel from one place to another in the United States. Most of the roads were narrow trails that were muddy in rainy weather and bumpy the rest of the time. There was no direct water route between many cities, so boats often had to go far out of their way to reach their destinations. Also, sailing ships were often delayed for days by unfavorable winds. Because it was costly to ship goods from place to place there was little trade between different parts of our country.

TRANSPORTATION

Grade 5, The Northeast, Fideler, Page 116.
By 1880, the Great Lakes had become an important transportation route for iron ore. Large boats carried the ore from ports on Lake Superior to ports on Lake Erie.

Grade 5, The Northeast, Fideler, Page 119.
After the Civil War, many new railroads were built in all parts of the United States. Some of these railroads connected the Northeast with other regions. In 1869, a railroad was completed across the western part of our country from the Missouri River to the Pacific Ocean. Railroads helped make it possible for trade to develop rapidly between the Northeast and other parts of the United States.

Grade 5, The Northeast, Fideler, Page 124.
The development of the automobile changed American life in several ways.

Grade 5, The Northeast, Fideler, Page 150.
New York is our country's leading seaport. Each year, thousands of ships enter and leave New York harbor. These ships carry many different kinds of raw materials and manufactured products. Much of the cargo entering New York is shipped to other cities throughout the country. In addition, most of the freight that is shipped by air between the United States and other countries passes through New York's John F. Kennedy International Airport.

Grade 5, The Northeast, Fideler, Page 172.
Many cities lack adequate systems of transportation. In every urban area there is a need for good transportation. In all the large cities of the Northeast there are buses, trains, or other forms of public transportation. However, these are often crowded, dirty, and inconvenient. In recent years, cities in the Northeast have been trying to improve their transportation facilities.

Grade 5, The Northeast, Fideler, Page 206.
Factories need trucks, trains, and other means of transportation to bring raw materials to the factory and to ship manufactured goods to customers.

Grade 5, The Northeast, Fideler, Page 221.
The truck farmers of the Northeast make use of trucks and trains to rush their products to customers in the cities.

Grade 5, The Northeast, Fideler, Page 235.
Trade between different parts of a country or different countries of the world would not be possible without good transportation. Goods must be shipped from the places where they are produced to the people who use them.

Industrial workers are not the only people who need good transportation. Farmers must have a way to send their products to the people who buy them. Salesmen and other people engaged in trade must be able to travel from one place to another to conduct their business.

TRANSPORTATION

Grade 5, The Northeast, Fideler, Page 239.
Airplane travel is faster than land or water transportation. Businessmen and other people travel by plane when they want to get from one place to another very quickly. It is relatively expensive to ship freight by airplane.

Grade 5, The Northeast, Fideler, Page 240.
People in the Northeast, also use lakes, rivers, and canals for transportation. Although water travel is usually slow, it is one of the cheapest means of transporting heavy goods that do not need to be moved in a hurry. In the early 1800's, when there were few roads or railroads, many people traveled by boat on lakes, rivers and canals. Today, few passenger boats use these inland waterways.

Grade 5, One Nation: The United States, (TE), Ginn, Page 76.
Americans use their water resources for transporting people, raw materials, and manufactured goods. The oceans are as valuable as land for transportation. Today, ships leave American seaports carrying the products of our factories, farms, and mines to countries all over the world. Ships from other countries sail into our seaports carrying raw materials that we need but do not have.

Grade 5, One Nation: The United States, (TE), Ginn, Page 78.
Americans today use their rivers in many of the same ways the early settlers did. We use water from rivers in our homes, in our factories, and on our farms. We use our rivers for trading too. Trucks and railroad freight cars have become more important in the transportation of goods. But rivers still play a vital role in American commerce.

Grade 5, One Nation: The United States, (TE), Ginn, Page 130.
As people's needs and ways of living changed, their means of transportation changed, too. Our early ancestors began to use animals to carry goods. Not long after that, perhaps, the wheel was invented. Soon crude carts pulled by animals became important means of transportation. Some early men began using boats to transport goods.

Today we need many more means of transportation than our ancient ancestors did. We depend upon many specialized workers for the goods we need and want. Usually, we do not buy these goods where they are produced. Goods are brought to stores and other places where we shop for them.

Grade 5, One Nation: The United States, (TE), Ginn, Page 131.
Motor vehicles are part of our system of transportation. Cars and buses carry millions of people to the places where they work. Trucks move raw materials to factories and finished products to consumers. School children use several kinds of vehicles to travel to and from school.

Grade 5, One Nation: The United States, (TE), Ginn, Page 136.
For many, many years, the railroads were the most popular means of land transportation in the United States. They tied the country together. Millions of passengers traveled on them every year. Much of our food was carried on railroad freight cars.

TRANSPORTATION

Grade 5, One Nation: The United States, (TE), Ginn, Page 137.
Automobiles have hurt the railroad passenger business. About 80 percent of all trips made by Americans are made in automobiles. People who do not use their cars travel on buses and airplanes instead of on trains. They find bus fares cheaper and airplanes faster. Railroads have lost some of their freight business of trucking companies and cargo airplanes.

Grade 5, One Nation: The United States, (TE), Ginn, Page 140.
Most of our river transportation is on the Mississippi and its tributaries.

Grade 5, One Nation: The United States, (TE), Ginn, Page 141.
Shipping along our coastlines is the third important part of our system of water transportation.

Grade 5, One Nation: The United States, (TE), Ginn, Page 142.
Ocean-going cargo ships are our chief means of transporting goods to other continents. Passenger lines are not as popular with Americans as they once where.

Grade 5, One Nation: The United States, (TE), Ginn, Page 143.
Air transportation has become a booming business in the U.S.A. Our airlines use more than 800 airports for commercial flights.

Grade 5, One Nation: The United States, (TE), Ginn, Page 144.
Passenger airlines have always carried some cargo. But there is no room on passenger planes for many large items. Usually the cargo they carry consists of small items.

Grade 5, One Nation: The United States, (TE), Ginn, Page 145.
Today, some airlines in the United States transport only cargo. Cargo planes can carry many of the goods that trains, trucks, and barges carry. Transporting goods by air is more expensive than by land. But they arrive at their destination very quickly. Some businessmen think that saving time is worth the extra cost.

Grade 5, One Nation: The United States, (TE), Ginn, Page 241.
In Nepal, the backs of people provided almost all of the transportation. That is largely because Nepal is a mountainous country, and roads or railroads are difficult to build.

Grade 5, One Nation: The United States, (TE), Ginn, Page 362.
There were few good roads in the United States when people started moving to the West. This is why people so often traveled on streams and rivers and along the river valleys. They were the roads of the early days. Gradually, the pioneers built some narrow dirt roads which later settlers followed. Eventually, the National Government helped to build better roads to the West. Today, several of the highways of our Interstate Highway System follow the routes of these early roads.

TRANSPORTATION

Grade 5, One Nation: The United States, (TE), Ginn, Page 383.
Transportation between the Northeast and the West was a problem. Many people thought that canals would provide a solution to this problem. It took a long time to convince lawmakers to spend money on canals. But finally the first big canal opened. It was the Erie Canal in the State of New York.

Grade 5, One Nation: The United States, (TE), Ginn, Page 403.
By 1860, steamboats carried goods and passengers on American rivers. About 2,500 steamboats operated on the Mississippi and its tributaries at this time. They helped to keep the people of the West and the South in close contact.

Grade 5, One Nation: The United States, (TE), Ginn, Page 404.
After 1840, the "iron horse" took over the work of the "big ditches." And the railroads did a better job. Although the fares and cargo rates were a litte more expensive, trains traveled much faster than canal barges.

Grade 5, One Nation: The United States, (TE), Ginn, Page 407.
The Pony Express was started in 1860 to carry important mail quickly from a town in Missouri to Sacramento, California. The Pony Express lasted for only a little more than a year. It went out of business when the workers stringing telegraph wires finally joined the East with the West.

Grade 5, One Nation: The United States, (TE), Ginn, Page 436.
Trains were the fastest means of transportation at the beginning of the twentieth century. By 1900, our nation was tied together by over 192,000 miles of "ribbons of steel."

Grade 5, One Nation: The United States, (TE), Ginn, Page 440.
The invention of refrigerated railroad cars made it possible for Chicago to prepare meat for almost every part of the country all year around.

Grade 5, One Nation: The United States, (TE), Ginn, Page T39.
To make extensive specialization profitable, it was necessary to get the products to the consumer with cheap and fast means of transportation.

Grade 5, Our Working World: The American Way of Life, (T), 2nd ed., S.R.A., Senesh, Page 106.
Advances in technology affect economic development. Some machines improved transportation, bringing people to cities and improved trade between cities.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 186.
The fruits and vegetables grown in the Central Valley are shipped to stores across the nation. Today, people all over the United States can share in California's many food resources.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (T), 2nd ed., Harcourt, Brace, Jovanovich, Page 208.
By 1820 many canals were being built in the United States. They joined rivers together to make a new way of moving heavy loads at low cost. Canal boats were slow but cheap.

TRANSPORTATION

Grade 5, The Social Sciences: Concepts and Values, (Purple), (T), 2nd ed., Harcourt, Brace, Jovanovich, Page 210.
A railroad was a new idea in 1826. Only a few railroads had been built in the United States. The cars were pulled by animals. In England, locomotives had been pulling trains on a railway since 1823.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (T), 2nd ed., Harcourt, Brace, Jovanovich, Page 226.
The costs of moving, storing and selling goods are the costs of distribution. Distribution is getting goods from the maker to the user.

Grade 5, The Social Sciences: Concepts and Values, (Purple), (T), 2nd ed., Harcourt, Brace, Jovanovich, Page 286.
New roads and canals brought settlers into the Louisiana Purchase. They cleared farmland and built settlements and towns, and then cities.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 23.
Factories need a means of transporting the finished products to a market.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 87.
The Indians were resourceful in using available materials to make boats. Many of the Indians simply carried their few belongings with them as they moved around. For traveling by water, the Indians made many kinds of boats. Various types of canoes were especially popular among the Indians.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 275.
At first the Appalachian Mountains were a barrier to the Westward movement of both people and goods. Before long, however, men began building roads through the narrow mountain passes. Road building was a slow process in the early days of our nations' history. Better roads improved trade in the United States.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 276.
The steamship improved water transportation by making it possible to travel against the current at a good rate of speed. Canals were built to solve the problem of linking waterways. Canals helped to increase trade between the East and the West.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 278.
The late 1800's and early 1900's were the age of the railroads. The eastern cities competed with one another to get the railroads. The people felt that improved transportation would cause their cities to grow bigger and to become richer.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 292.
Railroads are still an important part of our country's transportation system. The railroads and the trucking industry often work together to transport goods. Pipelines are often used for transporting certain raw materials.

Grade 5, The Social Studies and Our County, (TE), Laidlaw, Page 293.
Increased air travel has resulted in large terminals being built away from the center of cities. Highways and commuter trains link cities and suburbs. Within the cities there are many traffic problems to overcome.

TRANSPORTATION

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 333. Tremendous railroad growth took place in America during and after the Civil War. Much of this growth was west of the Mississippi. But few people were living between the Mississippi and the Rocky Mountains. The railroad companies had to find farmers for this land. The farmer would use the railroads, and the railroad owners would make money.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 336. As transportation improved and the shipping of products overseas was made easier, the American businessman entered freely into world-wide competition.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page 341. Developments in transportation made it much more profitable to trade in the world market. Refrigeration made possible the shipping of agricultural products overseas.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T81. Good markets for goods and good means of transporting goods to market are important economic factors.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T100. Transportation to a capital city is important if the capital city is to maintain contact with other parts of the nation.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T112. Improved transportation routes aid settlement and trade. Governments can aid in improving transportation routes.

Grade 5, The Social Studies and Our Country, (TE), Laidlaw, Page T118. The growth of cities created a need for new forms of transportation. Efficient transportation routes must be provided among cities as well as among cities and their suburbs. As a country grows there is a need for improved communications systems.

Grade 5, The South, Fideler, Page 83. The North had certain advantages over the South. It had a larger population, a better transportation system, and much more wealth at the beginning of the Civil War.

Grade 5, The South, Fideler, Page 106. Some of the South's largest cities such as New Orleans and Norfolk are seaports.

Grade 5, The South, Fideler, Page 107. Atlanta began as a railroad terminal and soon became an important transportation city. Excellent transportation and communication facilities have helped Atlanta become an important trading and business city. Railroads and highways stretch out from Atlanta like the spokes of a wheel. Several airlines also serve the city.

TRANSPORTATION

Grade 5, South America, Fideler, Page 5.
In Brazil the government is now constructing a road through the Amazon low land. When this road is completed, it will connect cities along Brazil's Atlantic coast with cities more than two thousand miles away along the country's western border. This new road will provide an important transportation route through a vast underdeveloped area that makes up the northern half of Brazil.

Grade 5, This Favored Land, (TE), Macmillan, Page 106.
Many New Englanders had to give up their farms in the early 1800's. The new roads and canals brought grain and other farm products into New England from the West. Grain from the West, grown on better farm land than New England's could be sold to customers in the East at lower prices than grain from New England farms.

Grade 5, This Favored Land, (TE), Macmillan, Page 118.
No country can have an industrial revolution unless it has good ways for people and goods to get from place to place. That is, a country must have a good transportation system. This is because there is no point in making more goods unless you can sell them.

Grade 5, This Favored Land, (TE), Macmillan, Page 166.
In the early days of the Old Northwest, the trade tie had to be with the South. The rivers were the only means of carrying the West's products to markets. For a while it seemed as if the steamboat would make this tie even stronger. But the South could not fulfill the other half of the trading deal. It did not have the manufactured goods that the West needed. Those had to come from the East. Canals and railroads made trade between the Northeast and the West easier and cheaper.

Grade 5, This Favored Land, (TE), Macmillan, Page 229.
One reason why the Industrial Revolution reached the take-off point was the growth in transportation. The 1840's and the 1850's were a time when canals, railroads, and other means of transportation increased in number and mileage. Without them the Industrial Revolution in the United States could not have reached the take-off point.

Grade 5, This Favored Land, (TE), Macmillan, Page 338.
Most industries seek locations with the lowest transportation costs.

Grade 5, This Favored Land, (TE), Macmillan, Page 345.
Chicago is a transportation center of the greatest importance. In fact, in terms of number of passengers loaded, O'Hare Airport at Chicago is the busiest in the United States. Transportation helps to explain the prosperity of the Midwest. Railroads, rivers, canals, lakes, airlines, and highways tie together places in the region.

Grade 5, This Favored Land, (TE), Macmillan, Page 355.
The industries of New York State's Mohawk Valley are there largely because of transportation.

TRANSPORTATION

Grade 5, This Favored Land, (TE), Macmillan, Page 377.
Transportation has helped the industries of the South to grow. Pipelines deliver southern petroleum and natural gas to the great urban and manufacturing centers of the Middle West, the Southeast, the Northeast, and to much of the Great Plains. Waterways make possible cheap transportation of bulky raw materials.

Grade 5, This Favored Land, (TE), Macmillan, Page 410.
Water transportation is very important to Oregon and Washington. Ships connect the coasts of these states with Alaska, British Columbia, and California. Ships from all over the world stop at both Seattle and Portland.

Grade 5, This Favored Land, (TE), Macmillan, Page 427.
The modern pioneer can meet some of Alaskds problems better than the pioneers of earlier years. Transportation is still difficult here, but it has greatly improved. The most important changes in transportation have come with the airplane.

Grade 5, This Favored Land, (TE), Macmillan, Page 450.
Resources, transportation, and markets explain the growth of industry in the heartland. It was the railroads that opened the Canadian West. When the transcontinential Canadian Pacific Railway was finished in 1885, the settlement of the Canadian prairies really began.

Grade 5, This Favored Land, (TE), Macmillan, Page 452.
A resource will be used only if the products from working the resource can get to market cheaply.

Grade 5, This Favored Land, (TE), Macmillan, Page T40.
Transportation is an important factor in the location and development of economic activity.

Grade 5, This Favored Land, (TE), Macmillan, Page T57.
The development of an urban center depends heavily upon availability of transportation and upon the productivity of its hinterland.

Grade 5, This Favored Land, (TE), Macmillan, Page T64.
A good location in relation to transportation routes and a rich surrounding countryside are essential if a city is to grow.

Grade 5, This Favored Land, (TE), Macmillan, Pages T139 and T159.
Location in relation to available transportation is a key factor in the industrial development of a city or region. The development of markets is tied to the development of transportation and communication systems.

Grade 5, The West, Fideler, Page 82.
When California became a state in 1850, railroads reached only as far west as Chicago. Yet some people were already dreaming of a railroad that would connect the eastern part of our country with the Pacific coast. To help the companies build this railroad, the government loaned them money and gave them large sections of land for every mile of track they built.

TRANSPORTATION

Grade 5, The West, Fideler, Page 99.
Los Angeles is the most important seaport in the West. Today the port of Los Angeles is so large that about eight-five ships can be loaded or unloaded at one time.

Grade 5, The West, Fideler, Page 102.
The location of San Franciso has helped to make this city an important seaport. From San Francisco, goods can easily be shipped to inland cities or to ports in foreign countries. Four major railroads carry goods to and from San Francisco.

Grade 5, The West, Fideler, Page 105.
After railroads were built to Denver the city became an important shipping point for livestock, grain and other farm products.

Grade 5, The West, Fideler, Page 195.
Some of the paper made at Washington State paper mills is loaded onto ships that will carry it to cities and towns along the Pacific coast. The rest of the paper is carried from the mill on trains or in trucks.

Grade 5, The West, Fideler, Page 234.
People in early communities did not carry on as much exchange or trade as people do today. This is partly because far more goods and services are available today than ever before. Better forms of transportation have also made it possible for people to carry on more trade today than earlier people did.

Grade 5, The West, Fideler, Page 246.
Air travel is the most important for of transportation in Alaska. Much of the land in this huge state is too rugged or too swampy for building roads and railroads. As a result, there are few railroads or paved highways in the state.

Grade 6, Africa, Fideler, Page 29.
Although goods were sometimes carried across the desert on donkeys, most goods were transported by boat. The Nile River was an excellent transportation route.

Grade 6, Africa, Fideler, Page 36.
The Romans were very skillful in engineering. They built find roads to connect the different parts of their empire. Large aqueducts were built to carry water from mountain streams to cities and farms.

Grade 6, Africa, Fideler, Page 128.
Logging is costly and difficult to Africa's rainforest region. More good roads and railroads are needed to transport the logs to the ports along the coast.

Grade 6, Africa, Fideler, Page 135.
Some of the people of Africa travel by train, boat, airplane, automobile, or bus. Many ride on bicycles, horses, camels, or donkeys. Most Africans, however, travel on foot along the highways or on narrow paths through the forests and grassy plains.

TRANSPORTATION

Grade 6, Africa, Fideler, Page 138.
The Congo River and its tributaries form an important water highway system through the rainforest in Nigeria.

Grade 6, Africa, Fideler, Page 148.
One reason why it is difficult to establish industries in Africa is because most countries on this continent do not have good transportation and communication systems. When the Europeans established colonies in Africa, there were no railroads and no telephone and telegraph lines there. Goods were carried on the backs of men and animals, and messages were often sent by beating drums.

Grade 6, The Age of Western Expansion, (TE), Allyn and Bacon, Page 46.
Ships, navigational equipment, and navigational techniques were not sufficiently developed in the fifteenth century to allow ships to go far from land. Sailors depended on familiar landmarks and coastlines to navigate by, and their boats could not withstand the pounding of the rougher waters farther from land. An exception was the route across the India Ocean, which was determined by the path of the monsoon winds which propelled the ships. Sea travel was usually more comfortable than land travel and entailed less danger of attack. Bulky goods could be more cheaply transported by water than by land.

Grade 6, British Isles, Fideler, Page 113.
The first big improvement in British transportation was made about two hundred years ago. The Duke of Bridgewater, an English nobleman, owned a coal mine seven miles from the city of Manchester. He used pack horses to haul coal from the mine to the city, but this took a long time and was very expensive. The Duke asked an engineer named James Brindley to build a canal from the mine to Manchester. The canal was completed in 1761. It was so successful that the Duke and Brindley constructed several more.

Grade 6, British Isles, Fideler, Page 114.
The British Isles have many good roads today. On busy highways that connect the larger cities, we see a constant stream of heavily loaded trucks and double-decker buses.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 95.
Railroads made it possible for landlocked markets to be opened up for trade and manufacturing. They made remote sources of raw materials available, and made it possible for both workers and goods to be transported quickly and easily.

Grade 6, The Challenge of Change, (TE), Allyn and Bacon, Page 108.
Workers used to have to live close to their work because there was no cheap transportation.

Grade 6, Cultures in Transition, (TE), Follett, Page T171.
Many things happened during the Renaissance to spread capitalism. Trade increased as towns grew and better roads were built. With improved roads and canals the marketplace widened. A transportation route between two areas opened new markets and provided more products for buyers than if both areas had remained isolated.

TRANSPORTATION

Grade 6, Eleven Nations, (TE), Ginn, Page 31.
No factory is self-sufficient. An industrial economy depends on good transportation. It was obvious that the old horse-drawn wagons were useless for carrying tons of coal from the mines to the new factories. At first canals were tried. Horses, walking along paths beside the canals provided the power for moving the barges. They were an improvement, but the barges could move no faster than the horses that pulled them.

Grade 6, Eleven Nations, (TE), Ginn, Page 88.
Until our century many of Russia's mineral resources were unknown. Even after geologists discovered them they could not be used. Why? Transportation facilities were inadequate for carrying them to factories.

Grade 6, Eleven Nations, (TE), Ginn, Page 89.
Sometimes the best means of transportation is by air. The east and west borders of the Soviet Union are farther apart than in any other country. One must cross desert and mountains. There is a lack of stone and gravel in many areas and permafrost in the tundra makes the construction of railroads and highways a very difficult task in much of the Soviet Union.

Grade 6, Eleven Nations, (TE), Ginn, Page 135.
West Germany is lucky to have good natural waterways for trade. But Germans have created an even finer man-made system of trade and communication. Canals connect most of the main rivers so freight barges can travel all over Germany and to neighboring countries such as France. Railroads also tie together cities, mines and farms. Airplanes connect German cities with each other and with the rest of the world. All of these tie West Germany together.

Grade 6, Eleven Nations, (TE), Ginn, Page 142.
Nature was not kind to East Germany. Few of her rivers lead to sea ports. This makes transportation difficult.

Grade 6, Eleven Nations, (TE), Ginn, Page 165.
The Nile River was a highway, emptying into the Mediterranean, bringing with it products from central Africa. Early Egyptians had access to goods which were brought by ship, transported along the river, or carried across the desert by caravan.

Grade 6, Eleven Nations, (TE), Ginn, Page 168.
By the time that the Suez Canal was opened, the days of sailing ships were nearly past. Steamships were already starting to take the place of sailing vessels on the trade routes of the world.

Grade 6, Eleven Nations, (TE), Ginn, Page 279.
Lack of transportation kept India's people separated from one another for many centuries. In different locations, each group developed a distinctive way of life.

Grade 6, Eleven Nations, (TE), Ginn, Page 338.
If every Japanese person who lived in Tokyo or in any other large city of Japan, came to work by car, the streets would be too crowded to move. Japanese engineers and planners have had to figure out other ways of moving large numbers of people over long distances, rapidly. They have been pioneers in rapid transit.

TRANSPORTATION

Grade 6, Eleven Nations, (TE), Ginn, Page 400.
In China, improving waterways has the same priority that improving highways might have in some other country. If more food is to be produced, it also must be transported.

Grade 6, France, Fideler, Page 112.
France has one of the best transportation systems in Europe. In the early days, the rivers of France provided the best highways for travel. Later many canals were dug to connect these rivers. Today, there are more than six thousand miles of navigable rivers and canals in France. France's inland waterways are used mainly for transporting heavy goods such as coal, iron ore and building materials. In earlier times most of this freight was carried on barges that were pulled by horses walking along the bank of the river or canal. Today, most barges in France have engines.

Grade 6, France, Fideler, Page 115.
France has more roads for each square mile of land than any other country in Europe.

Grade 6, France, Fideler, Page 116.
France has about 25,000 miles of railroads which are owned and operated by the government. Each year, millions of Frenchmen travel by train. French express trains are fast and comfortable. Trains in France also carry large amounts of freight.

Grade 6, France, Fideler, Page 118.
France was one of the first countries to experiment in air transportation. Today the French airline system is one of the world's largest. Modern planes serve many cities in France.

Grade 6, Germany, Fideler, Page 16.
The highland region of Germany is almost as densely populated as the lowland. Valuable mineral resources here encourage industry. Rivers and mountain streams provide the transportation and waterpower necessary for manufacturing.

Grade 6, Germany, Fideler, Page 118.
The rivers of Germany are an important resources. Besides being a source of power, Germany's rivers are used for transportation.

Grade 6, Germany, Fideler, Page 123.
The combination of an important raw material and good transportation helped the Ruhr become one of the greatest industrial areas in the world.

Grade 6, Germany, Fideler, Page 133.
Since early times, the German people have used their waterways as highways. Today, water travel is still an important means of transportation in West Germany.

TRANSPORTATION

Grade 6, Germany, Fideler, Page 135.
There are many more miles of railroads than waterways in West Germany. Like the waterways, the railroads carry raw materials and manufactured products to all parts of West Germany. Most of the railroads are government owned.

West Germany's highways are among the finest in Europe. Modern superhighways called autobahns spread like broad ribbons across the land. It is possible to travel along these highways for miles without stopping or even slowing down.

Grade 6, Germany, Fideler, Page 138.
Like West Germany, East Germany has an extensive network of railroads, roads and waterways. Transportation in the two parts of Germany differ in important ways, however. Only about seven out of every hundred barges and boats in East Germany's canals and rivers have motors, whereas about half of the inland water traffic in West Germany is motorized. Most of East Germany's roads are in poor condition. Also, they seem deserted compared to roads in West Germany. Although there are some trucks, buses, and horsedrawn carts, there are comparatively few automobiles. Public transportation and communication facilities in East Germany are controlled by the government.

Grade 6, In A Race With Time, (TE), Macmillan, Page 212.
Brazil recently began one of the most ambitious development plans in the history of the world, "Operation Amazonia." The Brazilian government is building roads, river ports, and landing strips in a plan for the settlement of the sparsely populated area drained by the Amazon.

Grade 6, In A Race With Time, (TE), Macmillan, Page T31.
The use of refrigerated ships made it possible to ship bananas and other delicate tropical fruits to the United States, Canada, and Europe.

Grade 6, In A Race With Time, (TE), Macmillan, Page T50.
Improved transportation and communication systems are vital to the growth of an area.

Grade 6, In A Race With Time, (TE), Macmillan, Page T56.
By bringing in donkeys and horses and introducing the wheel, the Spaniards greatly improved the transportation system in Peru.

Grade 6, India, Fideler, Page 103.
Water travel is important to India. All kinds and sizes of boats travel on the country's navigable rivers. In addition, ocean going ships carry goods between ports along India's coasts, as well as to many foreign countries.

Grade 6, Inquiring About Freedom, (TE), Fideler, Page 72.
One fact helps explain why American women had more freedom than women in Europe. In the colonies, men often had to go on business trips that took them away from home for long periods of time. Means of land and water transportation were extremely slow, so that a man who traveled to a city less than one hundred miles from home might be gone for weeks. While he was away, he needed someone he could trust to manage his property. Usually this task fell on his wife. In this way, women were given much responsibility and a chance to make important decisions.

TRANSPORTATION

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 13. Western European leadership came as a result of experimentation and invention. Improvements in navigation and ship building led to exploration and the growth of trade.

Grade 6, The Interaction of Cultures, (TE), Allyn and Bacon, Page 57. In 1902, a railway was completed from the East African port of Monbasa to Kisumu on the eastern shore of Lake Victoria. Since shipment of goods up to this time had been done by Africans carrying the goods on their heads, the completion of the railway led to a vast increase in trade.

Grade 6, Japan, Fideler, Page 153. Train travel is an important form of land transportation in Japan. However, the mountains that cover much of Japan make it very difficult and expensive to build railroads. It has been necessary to build many tunnels through the mountains. Thousands of railroad bridges have been constructed across streams that flow down the mountain slopes. In spite of the difficulties the mountains of Japan cause in building railroads, Japan has about 17,000 miles of railroad tracks. The most heavily traveled railways are in the industrial area that extends from Tokyo into the northern Kyush.

Grade 6, Japan, Fideler, Page 157. Each year, more freight is being tranported by motor vehicles in Japan. Also one out of every five Japanese families now has an automobile. Unfortunately, there are not yet enough good highways to carry this heavy load of traffic efficiently.

Grade 6, Japan, Fideler, Page 158. The Japanese ship goods by water from place to place in their country as well as to and from foreign countries. Coastal shipping has always been important in Japan because most of the population and the main industrial areas are on or near the coast. Today, water transportation is especially important for hauling bulky goods such as lumber and oil.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 1-14. The sea was used for transportation because the roads were so poor that it was difficult to transport products by road, and the geographic position of Athens was such that it made it much easier to get the products to the sea and from there to other ports.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 6. The Europeans had to learn about the sea. It was important that they learn because Greece was located on the water highway to the rich markets in the East, which the Asians had told them about.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 167. The railway system played an important part in the development of industry in India. It means that raw materials could be taken inland to manufacturing towns, and the finished products could be taken to other parts of the country or to the ports for shipping abroad.

TRANSPORTATION

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 193. Bicycle manufacturing is another important industry in India. In a nation with thousands of villages, poor roads, little gasoline, and very low wages, the bicycle is an important means of transportation.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 265. Transportation by river cannot be used all year around in Nigeria. The Niger and Benue are only navigable during the rainy season. In the dry season, their water levels drop and they become too shallow for boats. In the rainy season some of the small rivers flow too fast for small boats to travel on them in safety.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 325. Such things as rainfall and mountains and plateaus do not determine where people live, but they do influence it. The same mountains and rain forests that make it difficult to live and work in Brazil's interior also make it difficult to build roads and railroads there. Workmen and materials must be transported inland to do the construction work. This makes it very expensive to build roads and railroads.

Grade 6, Learning About Countries and Societies, (TE), American Book Co., Page 326. There are other problems in ground transportation in Brazil beside high mountains and rugged plateaus. The many miles of railroads were built by different companies and people did not coordinate in their building. Therefore, tracks are of different sizes and trains cannot run freely from one area of the country to another.

The airplane is one way in which to open the interior to large numbers of people. Brazil'a new capital built in the 1960's would not have been possible without the airplane.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A. Senesh, Pages 234 and 242.
The people of the world are held together by a network of transportation systems that enables nations to divide labor and trade goods and services with each other. Transportation systems if misused can be a source of conflict and destruction.

Grade 6, Our Working World: Regions of the World, (T), 2nd ed., S.R.A., Senesh, Page 243.
The international division of labor is an outgrowth of each country's tendency to produce what it is best able to produce by virtue of natural resources, geographic location and politics. Better transportation allows for greater movement of goods and leads to increased specialization. Paradoxically, a good transportation system also encourages the movements of people to places that offer them greater opportunity to use their skills, and this offsets the international division of labor.

TRANSPORTATION

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 120.
Roads once built by Roman armies were used for transportation and trade. New roads, as well as bridges, were built to connect Roman cities with each other, and with the surrounding farming and mining areas. Trade and transportation then, helped keep the Roman empire together, and helped make Rome a great rich city.

Grade 6, The Social Sciences: Concepts and Values, (Brown), (TE), 2nd ed., Harcourt, Brace, Jovanovich, Page 215.
Transportation is usually better in regions where cities are close to each other.

Grade 6, The Social Studies of Our World, (TE), Laidlaw, Page 109.
Every society must decide what goods will be produced and how these goods will be distributed.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 117.
Water transportation was used by most ancient societies to carry heavy loads of such things as cooper ore. Rivers were important means of transportation within many ancient civilizations. Lack of roads and bridges limited land travel with heavy loads.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 265.
Rivers were a major means of transporting goods in Europe from 1500 to 1800. Man's ability to change his environment helped to improve transportation.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 266.
Railroads helped to increase economic activity in Europe and America. Before they were colonized, traditional societies relied upon the same means of transportation as they had in the past.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page 385.
Industry depends heavily on both water and land transportation. Since natural resources are unevenly distributed throughout the world, it is often necessary for a country to transport a consistent supply of raw materials from foreign countries.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T28.
Transportation is needed to supply city dwellers with the goods they need.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T51.
Trade and communication among people increase cultural diffusion.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T89.
Technological improvements in transportation foster economic growth.

Grade 6, The Social Studies and Our World, (TE), Laidlaw, Page T117.
A nation must have adequate transportation facilities. Improvements in the systems of transportation must keep pace with the expansion of the economy.

TRANSPORTATION

Grade 6, Southeast Asia, Fideler, Page 38.
At first, most of the Westerners who came to Southeast Asia wanted to obtain spices. Soon, however, it was discovered that this region could provide other valuable goods. Mines and plantations were established, and roads and railroads were built to carry products to port cities where they could be shipped to markets overseas.

Grade 6, Southeast Asia, Fideler, Page 118.
Thailand and the other countries of Southeast Asia need more good roads. Many of the roads these countries now have would be more useful if they were paved for all-weather use. Some areas have no roads at all. Often, people in these isolated places have to walk when they wish to travel somewhere, unless there is a waterway nearby.

Grade 6, Southeast Asia, Fideler, Page 119.
Air travel is especially useful in a region like Southeast Asia where other kinds of transportation are usually poor. Every country in Southeast Asia is served by airlines, with planes that fly to most of the important cities. However, very few people can afford to use these airlines.

Grade 6, Soviet Union, Fideler, Page 66.
In the Soviet Union, the subway stations look almost like palaces, for they are very large and decorated with many paintings and statues.

Grade 6, Soviet Union, Fideler, Page 126.
The Trans-Siberian Railroad is the only railroad which reaches across the eastern part of the Soviet Union. There are no transcontinental highways in the Soviet Union. Northern shipping routes are open only during the summer months. Thus, except for airways, the railroad is the only year-round link between the Pacific Coast and the western part of the country.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 88.
In the early 1800's, many canals were built in inland areas. These, together with lakes and rivers, made a system of water highways.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 89.
The first railroad in America began running in 1830. It carried passengers between Baltimore and Ellicott City in Maryland--a distance of 13 miles. In the next 50 years the railroads became the giants of transportation. Railroad tracks crisscrossed the eastern states and stretched westward until they crossed the entire continent. By 1890, the iron roads were carrying more passengers and goods than the inland waterways.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 93.
At the end of the day, city workers of the 1920's had a choice of ways to get home. A few businessmen rode in automobiles. Most people walked or used public streetcars or buses. In the big cities, subways and "el" trains rushed along under or above the streets. Many businessmen who could afford to had moved away from the city. They lived in nearby towns and took the train to work.

TRANSPORTATION

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 99. Little by little in North America, transportation improved. New waterways were built. The Erie Canal opened in 1825 made it possible to ship goods between the Great Lakes and the Hudson River. In time railroads spanned both the United States and Canada from east to west.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 103. Often the magnet that draws a city's growth is a transportation route. Cities have stretched out along highways, rivers, or railroad lines. San Francisco and its surrounding areas embrace a whole huge bay.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 106. Starting with oceans and rivers, transportation helped build North America cities. The cities in turn, developed more means of transportation.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 108. Boats, trucks, trains and planes are all called carriers. They all carry goods or people. But there is another kind of carrier that is part of our city-to-city transportation system. It is a pipeline.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 114. No matter what he is making, a manufacturer needs transportation to bring the raw materials to his factory. The transportation he needs to ship the finished goods to market may be a different kind. In any case, he will try to build his factory near the transportation he needs.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 155. New York is a transportation center. It handles more exports and imports than any other city in Anglo-America. Its harbors, one of the best in the world, has many miles of docks. Ships enter or leave the harbor about once every 10 minutes.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 214. Chicago began as a place for easy portage. It is still the center of transportation in this country. Chicago is an important port. Ocean going ships as well as Great Lakes freighters dock there. It is also connected by canal with the Mississippi River waterways. Chicago is a railroad center. Trains from the East go only as far as Chicago. There passengers are transferred to another railroad. The same thing happens with trains from the West.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 216. Chicago is a trucking center. Trucks from almost everywhere can follow good roads to and from Chicago. Many trucking companies have their headquarters in the city. Chicago has two busy airports. Because it is a transportation center, Chicago has attracted many businesses and industries.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 224. Aircraft and other kinds of transportation equipment are made in Dallas. They are used there, too. The city is one of the leading air transportation centers in the country.

TRANSPORTATION

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 274.
Los Angeles is a transportation center. Highways, railroads, and airlines link Los Angeles with the rest of the United States. Its International Airport also has many flights to and from other countries.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 284.
Honolulu is a major transportation center of the Pacific Ocean. Air and sea routes from North America, Australia, New Zealand, and Asia pass through it. It has come to be called the Crossroads of the Pacific.

Grade 6, The United States and Canada, (TE), Addison-Wesley, Page 318.
Partly because of its good transportation, Montreal has become the leading industrial center of Canada.

Grade 6, The Ways of Man, (TE), Macmillan, Page 40.
All through Western Europe barbarian kings tried to carve out small kingdoms. But over most of the region, government had really fallen apart. Trade died down. People ate, wore, and used what they or their close neighbors could produce. The Roman roads that had tied the empire together became almost useless because no one kept them in repair.

Grade 6, The Ways of Man, (TE), Macmillan, Page 73.
Today Western European cities are jammed with cars trying to get through narrow streets that were built hundreds of years ago for carts and wagons drawn by horses. Superhighways are being built between important cities to handle the growing automobile traffic.

Grade 6, The Ways of Man, (TE), Macmillan, Page 318.
The British contributed in many ways to establishing a framework for modern India. Railroads tied together many parts of the country. Post office and telegraph systems were introduced. Canals expanded existing irrigation systems.

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